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ABSTRACT

This booklet contains the lectures and reports of the work-groups of the Interskola-Conference which took place at Dusseldorf July 21-27, 1979, for the purpose of finding out what changes schools must make to motivate pupils for life-long learning. Lectures covered the role of the school in the concept of life-long learning; kinds of learning which are possible after formal schooling and methods to motivate adults to continue their education; the role of community schools in adult education programs; communication between school and students, school and parents, and school and community; relevance of education; experimental uses of closed circuit television in continuing education; vocational education programs; problems of education in rural areas; proposed legislation; proposals for making higher education more accessible and its development more flexible; and suggestions for developing minority cultures, both linguistically and socially. Group Reports covered problems and offered suggestions for reform in the organizational, curricular, and teacher training aspects of life-long learning and in the production of technical aids for instruction. One group covered problems of life-long learning programs in sparsely populated areas and suggested some possible solutions. Summaries in German were added to the lectures and reports. (CM)

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Wb: Entwicklung 2

School and Life-long Learning

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Wb: Entwicklung 2

School and Life-long Learning

Interskola-Conference 1979
Lectures and Group Reports

Compiled by
John Eccleston and Ferdinand Schmidt

Landesinstitut
für Curriculumentwicklung,
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Foreword

This booklet contains the lectures and reports of the work-groups of the Interskola-Conference 1979 which took place at Düsseldorf from the 21st to the 27th of July, 1979.

Interskola is the name of an annual meeting of teachers and other persons working in the educational field, mostly from Scandinavian and North Western European countries, with the purpose of exchanging experiences and discussing their educational and organisational problems, above all those in sparsely populated areas.

Interskola is quite unique, there are no statutes, no chairman, no executive board. They simpy meet once a year for a week, normally during their holidays and at their own expense. On the conference it is decided where the following year's meeting will take place. It is absolutely up to the person or persons of that country to organise the conference, decide on the general theme, to raise funds and to make the event public in suitable and effective ways. The number of participants varies from 50 to 80, roughly.

This unbeaurocratic system has been working quite well so far.

The first conference was in 1967, so at Düsseldorf it was the 12th meeting.

The idea of Interskola was born accidentally when in 1966 teachers from Norway chanced to meet Scottish teachers in a holiday camp in Scotland. The discussions they got involved in made them see the similarities of their professional problems and the advantages of trying to solve them by discussing them with each other.

The subject of the 1979 conference 'School and Life-long Learning had its origin mainly in the fact that the Landesinstitut had invited Interskola to Düsseldorf. Its aim was mostly to find out what changes school had to undergo in order to motivate pupils for life-long learning. Since the Landesinstitut deals with school and adult education it could be a very suitable place to try to push forward the development of continuous learning a little bit by getting the idea of life-long learning into the curricula and teacher-training.

There were no difficulties in getting the subject of the conference in line with the targets of Interskola. The problems of school and life-long learning apply to any area, to the extremely sparsely populated parts of Norway as well as to the over populated cities of the Ruhrgebiet.

There are summaries in German added to the lectures and reports to make reading easier for German readers. In the case of the lecture on adult education legislation in North Rhine-Westphalia this was not considered necessary.

Dr. Paul Hamacher

Vorwort

Dieses Heft enthält die Referate und Arbeitsgruppenberichte der internationalen Interskola-Konferenz 1979, die vom 21. bis zum 27. Juli 1979 in Düsseldorf stattgefunden hat.

'Interskola' ist die Bezeichnung für ein jährliches Treffen von Lehrern und anderen Mitarbeitern aus dem Bildungsbereich, und zwar vorwiegend aus den skandinavischen und nordwesteuropäischen Ländern. Die Konferenz dient vor allem dem Ziel eines Erfahrungsaustausches und der Erörterung pädagogischer und organisatorischer Probleme, vor allem in Hinblick auf dünn besiedelte Gebiete.

Interskola ist ungewöhnlich; sie hat keine Satzung, keinen Vorstand, keinen Vorsitzenden. Die Teilnehmer treffen sich einfach einmal im Jahr für eine Woche, normalerweise während ihrer Ferien auf ihre eigenen Kosten. Während der Konferenz wird entschieden, in welchem Land die Konferenz im folgenden Jahr stattfindet. Es obliegt dann dem Teilnehmer oder den Teilnehmern dieses Landes, die Konferenz zu organisieren, das Generalthema der Konferenz festzulegen, die Finanzierung, soweit erforderlich, zu regeln und die Konferenz in geeigneter und erfolgreicher Art bekannt zu machen. Die Teilnehmerzahl schwankt zwischen 50 und 80.

Dieses unbürokratische System hat bisher recht gut funktioniert.

Die erste Konferenz hat 1967 stattgefunden, die in Düsseldorf war somit die 12.

Die Idee von Interskola wurde zufällig geboren, als sich 1966 norwegische und schottische Lehrer in einem Ferienlager in Schottland trafen. Die Diskussionen, die sie miteinander führten, machten ihnen deutlich, daß ihre beruflichen Probleme verwandt waren und daß es sich lohnen könnte, ihre Lösung gemeinsam zu erörtern.

Das Thema der Konferenz von 1979 'Schule und Lebenslanges Lernen' hat seine Begründung hauptsächlich darin, daß das Landesinstitut Interskola nach Düsseldorf eingeladen hatte. Das Konferenzziel war vor allem darin zu sehen, herauszufinden, welche Veränderungen die Schule erfahren muß, um ihre Schüler für lebenslanges Lernen zu motivieren. Da das Landesinstitut sich mit Schule und Erwachsenenbildung beschäftigt, könnte es eine geeignete Plattform sein, um die Entwicklung des fortdauernden Lernens etwas voranzutreiben, und zwar, indem die Idee des lebenslangen Lernens Eingang findet in die Curricula und die Lehrerausbildung.

Es war nicht schwierig, das Thema dieser Konferenz in Einklang zu bringen mit den Zielen von Interskola. Die Probleme von lebenslangem Lernen und Schule sind die gleichen in allen Ländern, in den dünn besiedelten Gegenden Norwegens ebenso wie in den übervölkerten Städten des Ruhrgebiets.

Um den deutschen Lesern die Lektüre etwas zu erleichtern, sind den Referaten und Arbeitsgruppenberichten deutsche Zusammenfassungen beigefügt. Im Falle des Referates über das nordrhein-westfälische Weiterbildungsgesetz wurde darauf verzichtet.

Dr. Paul Hamacher

Ferdinand Schmidt

The Concept of Lifelong Learning and Formal Education

The task of delivering the first lecture is a problematic one, because it must force open the box in which the subject of the conference is contained. Thus it should develop the character of a programmatic statement which on the whole may be a risky business. But on the other hand there is an advantage in giving the first lecture. It cannot be compared to the lectures already delivered, be weighed and found to be lacking. And, furthermore, it gives the following lecturers the opportunity of critical reference. This aspect is quite serious. I think the function of this lecture is not to inform about a model of how I imagine lifelong education should be realized, and not to teach you any fundamental or sophisticated principles of how to realize it. These things can be read more easily and more effectively in books, for example in the books by A. J. Cropley. He is present today and will, I hope, give us some insight into the prerequisites of lifelong education from his research work in this field. Or they can be seen in the reports of the Council of Europe. Mr. Mazza has come from Strasbourg. I hope he'll tell us something of the latest developments.

I think the function of this opening lecture is more to stimulate the ensuing discussions. In this way the conference can be to some degree like a workshop, in which the reports on projects and experiences, planned or spontaneous, before the background of programmatic statements will stimulate the groups to attain useful results, results that are important for the individual job situations of you all.

This function of the first lecture as introductory and programmatic makes the following disposition useful:

1. Definitions
2. Some remarks on the situation of lifelong education
3. The role of the school in the concept of lifelong learning
4. Some theses

1. Definitions

The subject of the lecture demands some definitional explanations. It does not matter that the same terms probably have different connotations in each language. For instance, further education in the British area means post-compulsory education, whereas in the Federal Republic it is a synonym for adult education that does not include, for example, the student at university. But these terms should be defined to preclude misunderstandings.
Formal education refers according to Coombs, as quoted by Cropley/Dave in their book "Lifelong Education and the Training of Teachers", to "the structural set of organized educational institutions including primary schools, high schools, universities, other institutions offering professional and technical training and the whole range of educational organisations involved in full-time training."
For our purposes we can say that formal education roughly covers school, high school, university, and vocational training, those institutions that give initial training. I wish to follow the suggestion of the British Advisory Council for Adult and Continuing Education, made in a discussion paper in March 1979, to make a major distinction be-

tween initial and post-initial education. Initial education covers, as the North Rhine-Westphalian Adult Education Act describes it, the first phase in education which may end in school, in the university or in vocational training (apprenticeship).
The following diagram shows this system of initial education as it is structured in North Rhine Westphalia. (see diagram 1, p. 29)

For the sake of clarity this diagram gives a rather simplified picture. Anybody who is interested in details may get information from pamphlets and posters, but for our purposes here it is sufficient to give the structural outline.
You see, just to make things quite clear, this picture of initial education includes compulsory and further education, as it is understood in Britain. The system of initial education, especially the school in its compulsory sector, is characterized by a number of features of which the ones on table 1 are the most important. (see table 1, p. 29)

In the following table the opposites are put against these characteristics of the traditional school-system, and it is not astonishing at all that these characteristics define non-formal education, and so define the area of adult education or post-initial education, as it is commonly defined and understood. (see table 2, p. 29)

The radical discrepancy in the field of adult education originated in the early days of modern organised adult education where it was deliberately conceptionalised as being different from schools. Although at a very early stage adult education already saw its task, too, to give people a second chance, to disseminate and complete school sub-

jects, school was looked upon as something bad:
- freedom versus compulsion
- real education versus pseudo education

This, of course, made adult education suspicious and insincere in the eyes of school. Even today the highly formalized evening grammar schools, that actually are schools, are not liked very much by the traditional grammar schools.

For several years now there has been a very interesting development in progress: formal and non-formal education have been moving closer together, or, rather: elements from both sides have been intruding into the other.

The field of adult education has been undergoing a development to formalized courses with certificates, diplomas and so on, whereas schools have lost some amount of their rigidity and fixed forms. The many reports of UNESCO, the Council of Europe and OECD abound with evidence of this development. (see table 3, p. 29)

I think this development entitles one to hope. Lifelong education cannot be built on antagonistic elements. Formal education is essential for adult education, adapted and modified according to the different needs of the adults. All the subjects, also some methods and organisational elements of initial education must be elements of post-initial education, too. (see diagram 2, p. 30)

This diagram shows the system of initial and post-initial education.

The formal system, shaped according to the needs of children and society finds its parallel in adult education, here embedded in the field of work and shaped according to the adults' needs, and, of course, the requirements of society.

I have dwelt rather long on this point because, in

my opinion, here lies the chance of creating a system of lifelong education, in which the activities of initial education and post-initial education are connected by overall structures.
I am not going to speak on the different forms that have been developed as organisational possibilities of lifelong education, for example:

- Education Permanente
- Continuing Education
- Recurrent Education

Again, information about these systems can easily be obtained, but the main reason is that it should not be the target of this conference to evaluate the different systems, but to find out and to discuss the necessary changes and implementations to make lifelong learning in a system of lifelong education possible.
As you see, following Cropley and others, I differentiate between lifelong education and lifelong learning.
Lifelong education is the system, the organisational requirements that allow the adults to learn on. That for rather a long time so much thinking has been spent on lifelong education is based on the fact that our society has developed into a learning society, that means that it is necessary for the adult to learn throughout his life.

To make this quite clear: I am not thinking of lifelong learning as the process of human life, which is learning fundamentally. We all continuously pick up impressions and experiences that influence our behaviour. I am not referring to this kind of informal learning. I am thinking in this context of the conscious act of learning in order to change one's behaviour on purpose. This is not a new notion.

Philosophical and religious groups have always stressed the necessity of adult learning, often as a means of maturing. Vocational training was done by the medieval guilds, for example. And I think cultural learning as a means of heightening the quality of one's life has been in existence since man came down from the trees.

But all this adult learning was more or less elitarian, private and occasional, in the same way as initial formal education was private, for a few chosen children only. The Greek meaning of the word 'school' proves that.

When the industrialisation of the 18th and 19th centuries led to the recognition that knowledge and skills in some core subjects were necessary for all in order to maintain the economic, cultural, and social standards of the community, the State school system was built up.

Now we have reached a similar situation. In the same way that the social and economic situation made the introduction of an all-embracing school-system under public responsibility necessary, to ensure that children learnt what was thought necessary for them to learn, the social, economic and cultural situation today makes the introduction of a system of adult education necessary to ensure that adults can go on learning in a purposeful and organised way.

I think the necessity of adult learning is common ground and need not be argued. I only wish to remind you of three of the central catch-words in this context:

- Rapid development in all areas of life. Knowledge disseminated in schools becomes obsolete quite quickly.
- The growing amount of leisure time.
- Urbanisation with its negative effects (isolation, anxietey, despair and so on).

You see from these points that lifelong learning is not only necessary to keep the economic system going. It is necessary to tackle life itself.
Last week there was a TV programme on illiteracy in the Federal Republic. It is assumed that 5% of the adult population here are practically illiterate. The programme showed under what difficulties they have to live their lives in a society that expects some fundamental cultural skills from all its members.
The numerous Adult Education Acts all over the world are the result of this realisation that adult learning is necessary.
They tend to create a system of adult education appealing to all adults. But whether comprehensive adult participation will be achieved soon, is very much to be doubted.
At first on organisational and financial grounds: at the moment there is no chance of enlarging the facilities in such a way that all adults could take part. The costs could not be met. According to the financial regulations in North Rhine-Westphalia the costs for the Land would be:

- if all adults were to take part in a course of 20 lessons a year more than a thousand million DM,
- if all adults were to take part in a week's course in a residential college a year three and a half thousand million.

The costs for the necessary investments are not included.
Perhaps in the near future the number of pupils and students will decrease to such a degree that a great part of the capacity of the institutions of initial education can be used for purposes of post-initial education. That would not mean extra money, only a reallocation of existing funds.
But perhaps even more serious than the question of finances is the question whether the adults will

take up the opportunities of learning. That question leads to my second point.

2. Some remarks on the situation of lifelong learning

Manfred Jourdan in his booklet "Recurrent Education" defines lifelong learning as the learning that takes place in all the training and educational facilities including the facilities offered by firms, churches, political parties and trade unions.

North Rhine-Westphalia has undergone enormous efforts during the last few years to develop these facilities. There is an Adult Education Act that formulates the right of the adult to education and tries to guarantee that that right can be claimed through

- generous financial rules
- obliging the local authorities to found Volkshochschulen that must offer a certain amount of lessons yearly according to the number of inhabitants (minimum provision)
- the establishment of planning procedures for adult education at the local level

But despite the breathtaking development during the last four years (the Act came into force in 1975) the participation of the population as a whole is not so convincing. In a study that will be published in the next few days Wolfgang Schulenberg found the following ratios describing the attitude of the adult population towards adult education in the Federal Republic (see table 4, p. 31)

The discrepancy between the high opinion of and attitude to adult education in the population and the actual participation is rather illuminating.

The study proves that this gap widens the more unfavourable the social and educational situation is (see table 5, p. 31)
It is well known that the ability to participate in adult learning depends on the grade of initial education. This leads to the macabre situation that the clash between the educationally privileged and the educationally underprivileged people widens through the activities in the field of adult education. Although adult education aims at equal chances for all, it is to be feared that in reality the gap is widening. The famous Russell Report on Adult Education in Britain states: "Educationally we are still Two Nations, and among the educational 'have-nots' the needs are vast."

The reason why those for whom adult education is particularly important do not participate has to be examined very carefully, especially under the aspect as to whether school is to be blamed.
But one could argue that the 50% of the non-participants who think highly of adult education would participate if there were sufficient opportunity. I am sure that the problem of low participation can at least partly be solved through more educational opportunity and that the problem of the wrong people in the institutions can at least to some degree be solved through special offers for target groups.
But really effective success can only be reached by a changing of the attitude towards learning as an active procedure - I wonder, but I think this is especially important for rural areas. Schulenberg's sample is representative for the whole of the society in the Federal Republic. But looking more closely at the participation in urban and rural areas we will see that there is a serious difference.

I would like to compare the scenery of adult education as described in the further education development plans in a big city and a rural area.(see table 6, p. 32)
Table 6 shows that the provision in the rural area is, by far, not as good as that in the city. The Index of Density - the number of lessons that are offered for 1000 inhabitants in a year - of 130 means that only every eight years could each inhabitant book a course of 20 lessons.

In the city the inhabitant could do that every three and a half years.(see table 7, p.32)
Table 7 shows the different structure of the provision. I think the differences are quite interesting, but it would be rash and risky to draw conclusions that point at static and dynamic societies. The reason for these discrepancies in provision and participation cannot be found in the legal regulations. The Adult Education Act favours the rural areas.(see table 8, p. 33
This table shows the prescribed minimum provision that has to be offered by the Volkshochschulen. The Volkshochschulen in towns of 40000 to 80000 inhabitants have to offer 7200 lessons a year, of 80001 to 120000 9600 lessons and so on.
In the future the provision will be even better when the Act is altered. The figure of 40000 will be lowered to 25000 inhabitants. That means that in the future towns of 25000 inhabitants and more will have to found a Volkshochschule that has to accord the minimum provision.
The reason for the discrepancies cannot be found either in the provision of facilities in initial education, especially in the field of compulsory education. The provisions are quite sufficient everywhere.(see table 9, p. 33)

The table - comparing the educational qualifications - shows no significant differences between urban and rural areas, apart from the first category. This shows, in my opinion, that the number of problematic pupils is higher in the city.(see table 10, p. 34)
The following table is more interesting, in as far as it shows typical differences between the urban and the rural labour market situation. The percentage of employed people is significantly lower in the rural area whereas the number of self-employed people is significantly higher. This points to the fact why mobility in the country is not very high and why adult education is not approved of generally.
One Volkshochschule which invited 300 youngsters who did not have the school leaving certificate which is necessary here as a qualification for an apprenticeship to obtain the certificate in a special course, got 8 responses. This happened in a rural area.
This picture is confirmed on an even larger scale through the experiences with educational leave. Only a very small percentage of the persons entitled to this take advantage of it. The same can be said of special provisions for unemployed youths.
The fact that most youngsters and adults, especially in rural areas, do not have any drive to attend adult education courses may have its reasons in the social and labour market situation. Learning on is not considered worthwhile. This attitude is fostered by traditional working and social structures. It fits in with this situation that most school leavers think their organised learning is done with for ever.

From these statements some conclusions may be drawn:

1. The reality of adult education is far from being a realization of lifelong learning.

2. Compulsory and post-compulsory initial education do not prepare people for the necessity to go on learning after leaving initial education.

3. Initial learning especially does not overcome the negative influence of environs that do not appreciate education and learning.

4. This omission seems to be particularly remarkable in rural areas.

These rather pessimistic conclusions, I think, prevent us from staring fascinated at ambitious models, but help us to concentrate our efforts on the things that can be done to improve the situation. With that I come to my third point.

3. The role of initial education in the concept of lifelong learning

It has become evident, I hope, that further development in the field of adult education is undoubtedly very important, but by no means sufficient by itself to make lifelong learning a normal affair. It is necessary to reflect very carefully on the role that initial education, especially in the school, has to play. It is to be feared that school education, at least to some extent, implants a negative attitude towards learning. And - this only added as a stimulating provocation - it can be supposed that the number of drop-outs in courses of adult education is so shockingly high because the participants are confronted with the same teachers and, even worse, the same methods that made them feel uncomfortable at school. One main reason for that, in my opinion, is that the school subjects are not considered as helpful for tackling life. The gap between school and life outside school must be closed so that the pupil gets the impression that schoolwork is worthwhile, not only a fiendish means of preventing him from doing the things he considers to be worthwhile.

I think the introduction of non-formal elements in school and of considering the outside world in the subjects could help to break down the usual scholastic ivory tower and make school a fundament that can later be built on. School must create 'Lust for Learning' as our friend Aage Rosendal Nielson named his book on his New Experimental College in Denmark.

The organisation of the school, the system of courses and lessons, and last but not least the testing and rewarding system give the pupils a feeling of finality. They try to learn a subject, and at the end of the course, they know it or they do not know it - for life. First get it, then get examined, and then forget about it.

A lot of very clever people boast of not knowing mathematics although they studied it for 13 years. I think here that the person to blame in most cases is the teacher who traded his subject and did not disseminate knowledge, skills and interest.

We have a proverb here:

> Was Hänschen nicht lernt, lernt Hans nimmermehr.

I think the translation is:

> You can't teach an old dog new tricks.

This proverb is often quoted and ridiculed as absolutely wrong because it is known and proved scientifically that adults can learn - provided that they are motivated and that they are used to learning and can do it.

To this extent the proverb proves true on a higher level. The school must prepare the pupils for a life in which conscious learning is a normal thing. That means that the young adult when completing his course at school or university must not have the feeling that his learning is over and done with, he should have the feeling that the things he learned help him to solve his professional and personal problems.

How this target can be reached, what curricular, organisational changes, what changes in the teaching methods, in the relationship between teacher and pupil are necessary, will, I hope, be the subjects of the work groups.

Lifelong education starts with the formal initial system of education that all modern societies prescribe for their children and young people.

I think this should not be altered. I believe that the people, Illich for one, who preach de-schooling, do not intend to do away with school altogether. Their arguments against school are exactly the same as those that must be mentioned in a discussion on school and lifelong learning. Their arguments would lose a lot of their power if school initiated the process of vertical integration - education througout life - and horizontal integration - linking education and life -, the process Cropley and Dave hint at in their book as necessary for the realisation of lifelong education. I would even argue the contrary. We need more school - school understood as the place where learning is initiated and carried out. Without school as the first sector of lifelong education enabling lifelong learning the following parts will collapse.

It is to be hoped, on the other hand, when the initial system dismisses people that are motivated for lifelong learning and want to realise their right to learn, that this pressure will lead to more opportunities of organised adult learning, no matter how it is organised.(see diagram 3, p. 34) This diagram simply shows the mutual influences in the field of education, in a very simplified way, but it highlights, I think, the important distinctions.

As a teacher in the initial and in the post-initial-system I have learned how difficult it is to consider, for example, the requirements of society when teaching your subject, especially in a rural area where I had trouble with parents and colleagues.

School as the originator and promotor of lifelong learning is especially important for sparsely populated areas:

- In rural areas working conditions are changing rapidly and have to change rapidly in order to keep up with the accustomed standards. These changes confront an extremely unwilling population - the result of their lack of ability to continue learning.
- The facilities of post-compulsory education are given, but to use them requires more effort and more initiative than in urban areas where the opportunities are next door. Without taking pleasure in learning and seeing the use of getting a higher qualification, people will not take the trouble of travelling long distances at night, for example.
- The infrastructure of cultural and educational facilities for adults is not as well developed as in urban areas. Taking up other facilities like TV or correspondence courses requires more persistence and drive than learning socially in an evening class, especially when the learning

efforts do not find the approval of family and peers.

- There is the danger that in rural areas the negative aspects of school regarding lifelong learning are greater than in towns. That means that the clash between life and school is particularly wide in regard to the subjects given. One of the reasons probably is that the teachers themselves are not prepared to undergo regular retraining while working and live up to the traditional expectations of their community of what school has to be.
  On the other hand, especially in rural areas there is the very great chance to organise school as part of the community and to make the community and its needs an essential part of the curriculum.

4. Some theses

I now want to present some theses concerning changes or developments that the initial education has to undergo, in my opinion, in order to be able to play its role in the concept of lifelong learning.
I hope that you will not agree to all the theses. That would not be good for the discussions to follow. The theses are more of programmatical character. I hope that details will be given in the following lectures and in the work groups.

Theses

1. Initial education should be considered as the basis of lifelong learning. It has to be organised according to the necessities of lifelong learning.

2. The separation between formal education - understood as initial education - and non-formal education - understood as adult education - should be given up, not organisationally, but through the alternate permeating of the fundamental elements. In this way initial and post-initial education can be considered as interdependent parts of one system of lifelong education.

3. There should be a system of mutual recognition and exchange through all the fields of initial education. The system of recognition should include the field of post-initial education as well. A credit-unit-system should be taken into consideration.

4. Initial training, especially in the school, must more strongly consider the necessities of the community and the roles their pupils will have to play in it. The gap between school and life must be bridged.

5. The community with all its different parts and facets should be considered as a means of learning. Parents and other people should be included in school activities.

6. The continuous lengthening of initial education should be stopped. The cultural lag leads to frustrations in young people that harm all society.

7. Initial training must turn its concentration from the teaching of facts more to the teaching of methods how to learn.

8. The subjects must not be presented as if they were of final and greatest importance. They must be offered under the aspects of
   - tackling problems,
   - rousing curiosity to go on.

9. The evaluation system of examinations, certificates and diplomas should not be organised under the aspects of success or failure, but as a means of self-evaluation and fostering improvement. School must lose its character as a place of selection.

10. The children should be able to choose from as wide a range of subjects and activities as possible. School can learn a great deal from the kindergarten here.

11. The role of the teacher must change from that of the austere distributor of knowledge and facts to that of guide and counsellor, even of fellow-learner. A good deal of the time at school should be spent on individual counselling.

12. The principles of teacher training should be reformed according to the necessities in school as the originator of lifelong learning. Teachers who have not been trained along the lines of lifelong learning will not be able to foster it later on.

13. All teachers should undergo vocational training or do practical work in fields not connected to formal education. The lifelong imprisonment of the formal teacher in educational institutions is no basis on which to bridge the gap between school and life.

14. There should be a system of teacher-in-service-training developed that reaches all teachers. This system must allow all teachers to undergo permanent and regular brushing-up and improving.

15. This system of in-service-training should include regular contacts with teachers and other educational staff from the other sectors of the educational system, with the aim of learning needs and capacities in other fields and the implications for their own work.

I hope that the following days will have in store some answers as to whether these goals are worthwhile, whether other goals should be considered and how they can be reached. I think that quite a lot of them can be reached without speculative reforms, but by simply organising one's daily chore a little bit according to the aspects of lifelong learning.

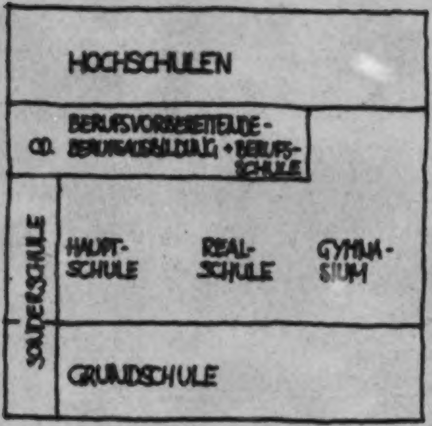

Diagram 1: System of Initial Education

compulsary attendance ← voluntary attendance
full-time → part-time
full-time staff → part-time staff
professionalised staff → no professionalisation
own premises → nomad status
no fees → fees
organisational unity → loose organisation
fixed curriculum ← loose curriculum
closed courses ← single courses
prescribed subjects ← store of subjects
no choice of subjects ← freedom of choice
fragmentation ← project work
evaluation by teachers ← evaluation by dropping out
examinations → no examinations
certification → no formalised goals

Table 1,2,3: Characteristics of (traditional) Initial Formal and Post-Initial Non-Formal Education

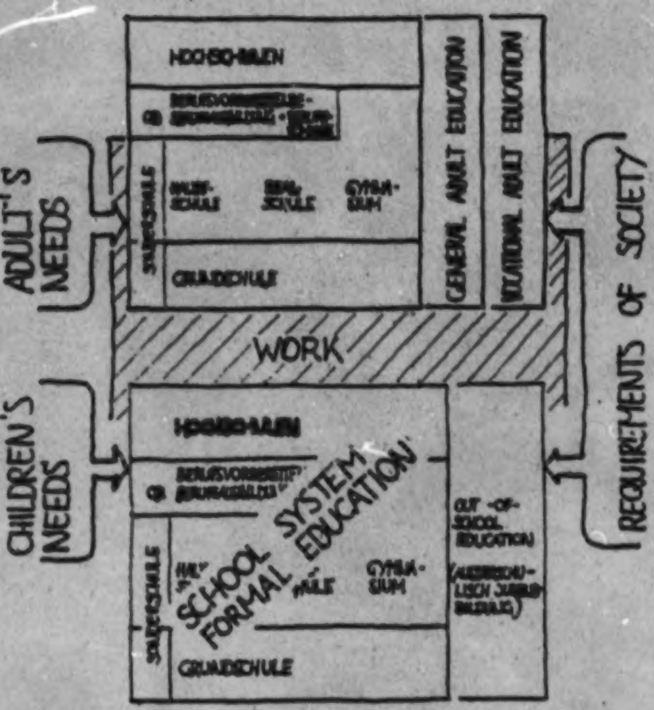

Diagram 2: System of Initial and Post-Initial Education

Active Participants	10 %
Occasional Participants	25 %
Non-Participants with Positive Attitude	50 %
Non-Participants with Negative Attitude	15 %

(Source: Soziale Faktoren der Bildungsbereitschaft Erwachsener, Wolfgang Schulenberg u. a., Stuttgart 1978)

Table 4: Attitude of the Adult Population towards Adult Education

	A-Level (Abitur)	Without School Leaving Certificate
Positive Attitude	92 %	60 %
Participation	58 %	12 %

(Source: Soziale Faktoren der Bildungsbereitschaft Erwachsener, Wolfgang Schulenberg u. a., Stuttgart 1978)

Table 5: Qualification and Attitude towards Adult Education

	Urban Area	Rural Area
km^2	233	1,199
Population	599,089	143,338
Courses	9,715	1,692
Lessons	166,778	18.473
Index of Density	367	130
Index of Participation	8,397	3,390

Table 6: Comparison Urban and Rural Area - Provision of Adult Learning Facilities 1976

	Urban Area	Rural Area
Courses leading to Certificates	6,6	2,9
Vocational Education	29,6	-
Scientific Education	3,0	3,8
Political Education	2,3	2,9
Education for Leisure and Creativity	11,7	25,0
Education of Parents and Families	28.7	17,9
Education to help in solving Problems of Existence	3,8	14,8
General Skills Connected with jobs	3,7	13,7
Languages (without Certificates)	8,6	17,6
Natural Sciences	2,0	1,9
	100,0 % Lessons	100,0 % Lessons

Table 7: Comparison Urban and Rural Area - Structure of the Provision 1976

Population	Lessons per annum	
40,000 - 80,000	7,200	Regulation from 1975 to 1980
80,001 - 120,000	9,600	
120,001 - 160,000	12,000	
160,001 - 200,000	14,400	
↓	↓	
25,000 - 60,000	7,200	Regulation from 1980
60,001 - 100,000	9,600	
100,001 - 140,000	12,000	
140,001 - 180,000	14,400	
↓	↓	

Table 8: Minimum Provision by the Volkshochschulen

	Urban Area	Rural Area
Without Certificate	21%	12%
Lowest Certificate (Hauptschulabschluß)	62%	71%
O-Level/A-Level	8%	6%
Vocational Schools	7%	9%
Higher Education (Hochschulen)	2%	2%

Table 9: Comparison Urban and Rural Area -
Educational Qualifications 1970

	Urban Area	Rural Area
Self-Employed Helping Members of the Family	7%	22%
Civil Servants Employees	38%	32%
Workers	55%	46%

Table 10: Comparison Urban and Rural Area - Vocational Positions 1970

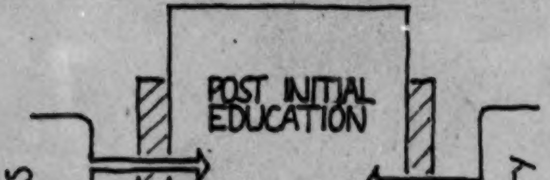

Diagram 3: System of Influences

Ferdinand Schmidt

Das formale Bildungssystem und das Konzept des lebenslangen Lernens

Ferdinand Schmidt, Leiter des Referates Bedarfsprognosen und Weiterbildungsentwicklungsplanung in der Abteilung Weiterbildung des Landesinstituts für Curriculumentwicklung, Lehrerfortbildung und Weiterbildung, gliederte sein Referat in vier Teile:

1. Definitionen
2. Bemerkungen zur Situation des lebenslangen Lernens
3. Die Rolle der Schule im Konzept des lebenslangen Lernens
4. Einige Thesen

Zu 1:
Zur definitorischen Klarheit der Begriffe bezog sich der Referent auf die Abgrenzung des britischen Rates für Erwachsenenbildung und fortdauernder Bildung und grenzte zwischen erster Bildungsphase (Initial Education), die er mit dem formalen Bildungssystem gleichsetzt, und der Bildungsphase danach (Post-initial Education), die den Bereich der Weiterbildung (Erwachsenenbildung) abdeckt. Er führte dann aus, daß die Charakteristika der Erstausbildung, vor allem in ihrem schulischen Teil, zunächst diametral entgegengesetzt waren denen der 'informellen' Erwachsenenbildung, daß im Augenblick aber beide Bereiche sich aufeinander zu bewegen. Das am Kind orientierte System der formalen Bildung findet seine Parallele in der am Erwachsenen orientierten Weiterbildung. Er sieht hier eine Chance, ein System der lebenslangen

Bildung zu schaffen, in dem Erst- und Weiterbildung durch umgreifende Strukturen verbunden sind. Hierbei wird unter dem Begriff 'Lebenslange Bildung' die Organisation der Lernmöglichkeiten verstanden, während 'Lebenslanges Lernen' den Prozeß des Lernens selbst meint.

Nach einem knappen historischen Exkurs, in dem die Notwendigkeit des lebenslangen Lernens dargelegt wird, kommt der Referent kurz auf die finanziellen Schwierigkeiten der Verwirklichung des lebenslangen Lernens zu sprechen, hält aber insgesamt die motivationalen Probleme für gewichtiger.

Zu 2:
Trotz der großen Anstrengungen seitens des Staates, vor allem auch in Nordrhein-Westfalen, ist die Beteiligung der erwachsenen Bevölkerung an Weiterbildung zu klein.
Dieses Problem kann zum Teil durch mehr Angebote gelöst werden, umfassend ist eine Lösung aber nur durch eine Veränderung der Einstellung dem Lernen gegenüber möglich; die Einstellung zum Lernen hängt vom Bildungsstand ab und ist in ländlichen Regionen schlechter als in städtischen, wie anhand eines Vergleiches auf der Grundlage von zwei Weiterbildungsentwicklungsplänen gezeigt wurde.
Die Einstellung, daß Weiterbildung sich nicht lohnt, wird, vor allem auf dem Lande, durch die traditionellen Arbeits- und Sozialstrukturen noch verstärkt. Der Referent zog hieraus folgende Schlüsse:

1. Die Wirklichkeit der Erwachsenenbildung ist weit davon entfernt, eine Realisierung von lebenslangem Lernen zu sein.
2. Die Erstausbildung bereitet nicht auf die Notwendigkeit und Bereitschaft von und zum Weiterlernen vor.

3. Der Erstausbildung gelingt es nicht, einer lernfeindlichen Umweltatmosphäre entgegenzuwirken.
4. Die Defizite sind besonders beachtlich in ländlichen Zonen.

Zu 3:
Der Referent befaßte sich im dritten Teil des Referates mit einigen Änderungen, die notwendig sind, damit die Schule ihre Rolle im Konzept des lebenslangen Lernens wahrnehmen kann. Er erwähnte hier vor allem, daß die Schule 'Lust zum Lernen' schaffen muß. Einige wichtige Voraussetzungen dafür sind, daß die Lehrgegenstände vom Lernenden als nützlich angesehen werden und daß das Test- und Zensurensystem so geändert werden muß, daß es nicht mehr den Eindruck des abschließend Erreichthabens vermittelt und die Schule in einem System der lebenslangen Bildung an Stellenwert in der Gesellschaft gewinnen wird. Die Rolle der Schule als Begründerin und Förderin von lebenslangem Lernen ist besonders wichtig für ländliche Gebiete. Der Referent führte hier einige Gründe aus den sozialen und ökonomischen Bedingungen ländlichen Lebens an.

Zu 4:
Aus dem Referat ergaben sich einige Folgerungen hinsichtlich erforderlicher Änderungen, die das Schulsystem erfahren muß, um lebenslanges Lernen zu ermöglichen. Die nach der Meinung des Referenten wichtigsten wurden in einigen Thesen dargestellt:

1. Die Erstausbildung muß als Grundlage für lebenslanges Lernen verstanden werden. Sie muß in Hinblick auf die Erfordernisse des lebenslangen Lernens organisiert werden.

2. Die Trennung zwischen formaler Bildung - verstanden als Erstausbildung - und informeller Bildung - verstanden als Erwachsenenbildung -sollte aufgegeben werden, nicht organisatorisch, aber durch das gegenseitige Durchdringen der fundamentalen Elemente. In dieser Weise können Erstausbildung und Weiterbildung als aufeinander bezogene Teile eines Systems der lebenslangen Bildung angesehen werden.

3. Es sollte ein System der gegenseitigen Anerkennung und der Durchlässigkeit für alle Teile der Erstausbildung eingeführt werden. Dieses Anerkennungssystem sollte das Feld der Weiterbildung einbeziehen. Die Einrichtung eines Baukastensystems sollte erwogen werden.

4. Erstausbildung, besonders in der Schule, muß stärker die Erfordernisse der Gesellschaft und die Rollen, die ihre Schüler in der Gesellschaft spielen werden, einbeziehen. Die Kluft zwischen Schule und Leben muß geschlossen werden.

5. Die Gesellschaft mit all ihren verschiedenen Teilen und Facetten muß als Mittel zum Lernen betrachtet werden. Eltern und andere sollten in die Schulaktivitäten einbezogen werden.

6. Die unentwegte Verlängerung der Erstausbildung sollte gestoppt werden. Die immer größer werdende Zeitspanne zwischen biologischer und kultureller Reife führt zu Frustrationen bei den Jugendlichen, die der gesamten Gesellschaft schaden.

7. Die Erstausbildung muß ihre Aufmerksamkeit vom Faktenlehren auf das Lehren von Lernmethoden lenken.

8. *Die Lernstoffe dürfen nicht so vermittelt werden, als ob sie von abschließender und größter Bedeutung wären. Sie müssen unter den Aspekten angeboten werden,*
   - *Probleme zu bewältigen,*
   - *Neugierde zu wecken, mehr zu lernen.*

9. *Das Evaluationssystem der Prüfungen, Zertifikate und Diplome darf nicht unter dem Aspekt des Bestehens oder Nichtbestehens organisiert werden, sondern als ein Mittel der Selbsteinschätzung und des Feststellens von Fortschritt. Schule muß ihren Charakter als ein Selektionsinstrument verlieren.*

10. *Die Kinder sollten in der Lage sein, aus einem möglichst weiten Angebot an Lerngegenständen und Aktivitäten zu wählen. Hier kann die Schule eine Menge vom Kindergarten lernen.*

11. *Die Rolle des Lehrers muß sich wandeln von der eines strengen Wissensvermittlers zu der eines Ratgebers und sogar eines Mitlerners. Ein guter Teil der Unterrichtszeit muß für individuelle Beratung verwandt werden.*

12. *Die Grundlagen der Lehrerausbildung müssen in Hinblick auf die Rolle der Schule als Begründerin des lebenslangen Lernens verändert werden. Lehrer, die nicht gemäß den Erfordernissen eines lebenslangen Lernens ausgebildet worden sind, werden später nicht in der Lage sein, lebenslanges Lernen zu initiieren.*

13. *Alle Lehrer sollten eine berufliche Ausbildung erfahren oder praktisch arbeiten in Gebieten, die nicht mit der Schule zusammenhängen. Die lebenslange Gefangenschaft des Lehrers in den Bildungseinrichtungen ist keine Grundlage,*

die Kluft zwischen Schule und Leben zu schließen.

14. Es muß ein Lehrerfortbildungssystem entwickelt werden, das alle Lehrer einbezieht. Dieses System muß es allen Lehrern möglich machen, sich einem ständigen und regelmäßigen Prozeß des Auffrischens und der Weiterbildung zu unterziehen.

15. Dieses System der Lehrerfortbildung sollte regelmäßige Kontakte mit Lehrern und Pädagogen aus anderen Bereichen des Bildungssystems vorsehen, mit dem Ziel, die Erfordernisse und Bedingungen in anderen Bereichen und ihre Bedeutung für die eigene Arbeit kennenzulernen.

Theo van Bernem

Motivational Problems of Lifelong Learning

You may be wondering why I have brought along this toy seal. Do not think we are at an auction, we are not. I bought it in Scotland last year, and took it with me as a mascot. I have not used a mascot before, honestly speaking, but delivering a lecture on motivational problems of adult learning means entering a vast ocean of difficulties and complicated situations so that you need the skills of a seal not to get drowned.

But nevertheless, let me start with a pun: I wonder whether the wether will weather the weather. This is an English pun, but I have also a German one in mind, and I think this brings us on to the point of discussion. The pun is: Wer nichts wird, wird Wirt. I wonder what we can say for that, perhaps: He who is not successful in getting a job will become an innkeeper. An innkeeper was considered over here as a job that did not need any particular training and skills. And so I think we are where we wanted to be, to discuss problems of this kind, here and now.

First of all I want to begin with some introductory remarks regarding motivational problems of lifelong learning. Lifelong learning is a problem, not only for those who do not like the idea of learning after having finished, but also for those who try to convince others how good it is for them to make more of their current situation. As Tyrell Burgess says: "A bloody school remains a bloody one even if you have left it a long time ago". And so perhaps we can understand that people who do not succeed at school - perhaps they did not like the subjects or

they did not like the teacher - prefer not to go to school again.
But what are the reasons which induce people to return to learning after having left school?
It could be the conviction of not having learned enough at school, the personal unrest and desire to know more, to know more than others, to be better informed, or to become better educated, certainly the understanding that promotion in employment needs a better know-how.
On the other hand it could be a result of the changes in the structure of the economy which make a lot of people redundant and lead to unemployment, either by automation or by pressure from outside, for example the energy crisis as we are experiencing it now or stagnation as we experienced it some years ago.
Then there is furthermore the disappearance of certain categories of jobs, because there is no further demand for them, then the rapid changes in industry and life, the increased amount of leisure time we have nowadays which gives us the opportunity to learn for the future, and finally industrialisation and urbanisation in rural areas as Ferdinand already mentioned in his talk this morning.
There are different kinds of learning which are possible after school:

- learning as a means of further general education,
- learning as a process of vocational education,
- or learning as a process of retraining, that means a new start.

Now, where do we get our motivation from for this continued education?
Normally it should be the school as a place of general education. School should be so attractive that, when leaving school, you are willing to go on learning and educating yourself.

Then there is also the school as a place of vocational and, as you have in Britain, of further education.
These are places that can help more directly to develop the students' readiness to engage in further learning.
Other sources of motivation can be the shop floor as the place of work, the universities as places of higher education, friends, colleagues, the situation you are living in, and finally the teachers who taught you or instructed or frustrated you.
The aim of all motivation is to encourage the youth to master their life and not only in a specific situation but throughout their life.
However, teachers in all kinds of schools complain about their pupils' decreasing readiness to learn. There is no or inadequate concentration, poor readiness for efforts, hardly a chance of a sense of achievement and no understanding in the sense of schoolwork. Absenteeism from school is increasing everywhere and those attending school (and so present with their body) are very often absent-minded.
What is wrong with this generation, you might ask? Now, perhaps you will find the same symptoms in your countries and perhaps you will also explain it as we do as a lack of motivation.
Researchers say that about one fifth of the youth show no motivation for education and schcoling. They suggest therefore changing schoolcurricula to meet the demands of the 15- to 16-year-olds who seek independence and that means giving the curricula the character of real life.
The objects of a curriculum should be to help young people:

1. to establish themselves satisfactorily at work and in the social world,
2. to find the right position in their working lives, in their political and private lives,

3. to support them in social difficulties they might encounter,
4. to help them enter on a recognised training in a 'Beruf' (trade and/or profession).

A curriculum innovation will have to place much greater emphasis on practical work. The traditionally theoretical educational approaches are being considered quite unsuitable for the majority of the unqualified who generally fail to qualify in any written examination.

The demand for changes in the school have their equivalent at shop floor level. 'Lust for learning' and 'motivation' play an important part. But also at the place of work you will find that these preconditions are not continuously to be seen during the whole period of training.

Motivation is extremely high at the beginning of an apprenticeship, but soon after the period of probation (which lasts, as a rule, 3 months), the readiness to learn drops considerably. After a period of one and a half years it hits its low before it balances on a medium level for the rest of the apprenticeship.

What has to be done, therefore, at the place of work to foster motivation?

1. The task which will be given to the apprentice and which has to be executed by him has to be sensible. That means the learning steps should be given in a practice-orientated way, because material that can be applied in practice is easier to learn than that which is only dealt with theoretically.

2. Learning objectives have to be disclosed and explained. It is an experience that most of the learners want to know

what they learn, and
why they have to learn it.

If they know the purpose, the apprentices are willing to make every effort to win through. That means the self-motivation can be increased by distinctness of the target.

3. The degree of difficulty of the learning steps should be measured out in a way that highest motivation can be obtained. Therefore: only tasks of average difficulty offer the highest incentive of learning. Both, too easy and too difficult tasks produce demotivation.

4. Training and teaching methods of the trainers and the teachers should vary. Monotony and steady repetition produce aversion not only in daily life but also during the learning process. Experienced trainers, therefore, bring into action a multitude of different teaching methods and media to stimulate the learners' interest.

Most important, however, is that both the training and teaching place (shopfloor and school) come up to the need of the young people for primary experience, independent opinion, and orientation in their life.

Before I move on to talk in greater detail about the system of vocational education, I should like to make you acquainted with a recent innovation which is aimed at simplifying the transition from school into the world of work. This is a new subject introduced a couple of years ago, called 'work-study' (Arbeitslehre) which will give vocational guidance to pupils during the last two years of their school attendance at the Hauptschule. It consists mainly of career orientation as a vocational preparation. Visiting speakers such as vocational counsellors are invited to schools to give pupils general and personal guidance in respect of choosing a 'Beruf'. Visits to factories and offices and stores are organised, and pupils are encouraged to stay for several weeks in these firms, in different departments according to a plan, to appreciate the conditions of work, to experience the atmosphere of a firm and to get in touch with real working life.

At the end of the school period, individual counselling takes place which includes medical and psychological examinations. They may help the young person in his decision either to stay at school to get higher qualifications or to leave school and find the most suitable job.

If the pupil chooses to leave school at the age of 15 or 16 and tries to start a career, then he is obliged to join the vocational school system. He will have a contract of training which binds him to an apprenticeship which lasts about three years. This means he takes part in a so-called 'dual system', which results in his spending 3 or 4 days of the week working for a firm and 1 or 2 days in a vocational establishment. When he has worked as an apprentice - as I said, for three years - he has to sit for an examination and if he is successful, then he enters the manual professions as a 'Geselle', i. e. journeyman or in the field of business as a so-called 'Kaufmannsgehilfe', a junior salesmann. This may be the goal if he is not interested in further promotion.

If you wanted to be better off you could start joining courses and become a master. This we still have today. But we do not have an equivalent on the business side. So a promotion system of its own had to be developed in factories and in the firms where you wish to be promoted. On the craft side you had the chance to become a master. So you see the progress. But you could only become a master after five years of experience. And so you had to develop your skills and then you would sit for an examination, as a result of which you became a master of your trade.

Because of the uncertainty with which a lot of pupils were confronted regarding their first steps into the future after reaching the school-leaving age of 15, a further obligatory year has been introduced, from summer 1980, with a choice of courses either at the Hauptschule or at the different kinds of vocational schools. I should like to continue by talking about the alternatives offered in the vocational schools.

1. Vocational Preparatory Course (Berufsvorbereitungsjahr)

The vocational preparatory course is a one-year full-time course which can be attended following the 9th class (form) of a secondary school as the nearly established obligatory 10th form, or subsequent to the 10th form as a special help to find the right job.

Boys and girls leaving their school after the 9th form without a proper certificate of termination can make good their 'Hauptschulabschluß' and so improve their chance of obtaining an apprenticeship when joining these courses. But there is one condition: they have to choose one foreign language: English.

Apart from general subjects the pupils (students) all have practice orientated teaching in two to three vocational fields which can be chosen by the students out of a list of twelve. They are:

Business and Administration
Metal-working
Electro-engineering
Building trade and construction
Woodwork
Textiles and Clothing
Chemistry, Physics, and Biology
Print and Paper
Design and Decoration

Health and Hygiene
Food and Home nursing
Agriculture

The students not only learn in the classroom but they also work and learn practically in the workshop, in the laboratory, in a training-office or training-kitchen according to the vocational field they have chosen.

Those who could not get sufficient preparation for a job or feel uncertain in deciding on a job will be encouraged to take part in additional courses offered by the Labour Exchange or other offices like the Chamber of Industry and Trade or the Chamber of Handicrafts.

2. The Basic Vocational Year (Berufsgrundschuljahr)

The basic vocational year is another one year full-time course. However, the student can only choose one of the vocational fields offered. So the knowledge that might be obtained will be deeper as they learn to know more details about the one chosen vocational field. As a result of this the one year course will be taken into account (in full) when undergoing an apprenticeship.

Applicants of the basic vocational year will be the same as mentioned before of the vocational preparatory course. But those without a certificate of termination wishing to get their 'Hauptschulabschluß' will be allowed to enter the course only if their average standard of knowledge promises a successful learning in this course.

What I said was for those who are capable and who are willing to start a career. But what will happen with those who are drop-outs, school-leavers without a certificate, without any qualification. For that reason they have developed different schemes in Germany. One was developed at the Chamber of Handicrafts here in Düsseldorf. They drafted a pilot programme for those who did not finish school properly. They want to train and educate vocationally all those who are willing to be trained and are capable of being trained. But they also want to motivate for a vocational training especially those students who voluntarily relinquished a training because of their bad results at school.

The Chamber knows that most of these students could not get an apprenticeship. For that reason they developed a one-year full-time course similar to the basic vocational course, but work simulation is bigger than in the school-courses. Applicants who have to work and learn in this Centre for 40 hours a week will get a contract of training which can be transferred after that year to a firm that will be mediated by the Chamber. As the managing director of the Chamber pointed out, courses will be offered in five vocational fields for specific jobs for which a demand is given not only for the time being but also in future. These jobs are: fitters and plumbers, electricians, painters and varnishers, joiners, hairdressers. Boys and girls attending these courses earn less than they would if they worked as an apprentice in a firm and so they hope this will be motivation enough to change this place after a year of successful attendance.

What I wanted to say or to demonstrate is that those who were not capable in getting a certificate for any kind of reason are now introduced into this full-time vocational system, and after having passed their examination they can also go on in advancing their career and becoming a journeyman, becoming a master and go up the ladder of success. That is what we normally need in our life, a kind of job satisfaction and a bit of success to see that we go on in our work.

Another aspect of the whole problem was dealt with in a very interesting way on TV last night. I do not know whether you had the chance to see it. It was 'Fathers on school benches - Social reality in Europe'. It described situations in Germany, in Ireland and in Belgium, especially for those unemployed and trying to get a new job. Here again we have the 'problem of lifelong learning'.

The report mentioned three cities in these countries. In Germany it was Kassel, in Ireland it was Athlone, and in Belgium Charles Roi. They gave three different areas: Kassel as the centre of North-Hessen. A university town near the border of the GDR and here they train a lot of people who have been unemployed now for several years or for a longer time and they mentioned what these people were. They were semi-skilled workers who were interviewed, wholesalers, subject teachers, and miners. These people interviewed will be retrained as fitters within a two-year course in this centre of vocational education and training which is being run by the Chamber of Commerce and Trade. They deliver these courses for unemployed adults. Above I spoke about pupils and students, now here they are adults and the aim is the abolition of unemployment. At the moment they said in Germany there are 175,000 adults on school benches of which 26,000 are retrainees, not only in Kassel but all over the country. These people try to get another job so as not to be unemployed. They do not welcome the prospect of a longer period of unemployment benefit but, realizing the necessity of change, retrain for a new job.

Adult education enjoys a high rating in the Federal

Republic. Reasons for this are complex. While 15 per cent of the adult population attend general courses, another 10 per cent follow advanced training. In industry, however, it is the factor of innovation that curbs the offer of continued education.
In 1978/79 nearly 7.3 million German adults took part in one or more courses of advanced training. 4.1 million of them attended general courses. 2.6 million followed advanced training courses and 0.5 million attended courses in advanced political training.
The second country, Ireland, here they said it is a typical rural area and this country, though it is the poorest in the European Community, has the highest growth rate and they produced 80,000 new jobs in 1978. The same number will be reached this year. Most people who want to be retrained come from agriculture. There is a scheme to retrain them for power stations. Several examples were given from agriculture and even unemployed managers will be retrained to do the job in this power station. This policy of retraining was only an example of what could be done but it was just in that area and so it was given as a typical example. That the trend from agriculture to industry is very great is to be seen in that every third worker in Ireland was working in agriculture some years ago and now it is only every fifth. So you see, since Ireland has become a member of the European Community people have changed their attitude and so they want to go into industry, want to earn more money and as it is most difficult to do so, there are many investors from Europe, investing in this country.
The third example, Charles Roi, was mentioned because of the mining industry they had, and twenty years ago the production dropped from 20 million to 2 million and many firms, especially foreign

firms, left the country so that the unemployment is very high. But a problem in this country is that the mobility of the workers is very low and they try to retrain these people and a lot of them take part in these courses. Not all of them, however, can get a job. They speak of 50 per cent of retrainees who are able to get a new job. In Germany it is nearly 100 per cent and this is the same in Ireland. But in this area of Belgium it is very difficult. First as there are not so many professions and on the other hand the workers retrained are not willing to leave the place where they live and to go to another town where they would get the job. This was an example of the film I saw last night.

Another problem to discuss is the situation at the universities. You see, I have tried to give you some examples of what we see every day as we train and retrain people. The problems we have at the universities are similar. Last year I had my sabbatical and I stayed in Edinburgh at a post-graduate study centre. I learnt a lot of what is being done in Great Britain, especially for those who are willing to join these courses. I tried to introduce only a little bit of what I learned in Germany to encourage colleagues, to run post-graduate courses for those who have left university years ago and are willing to learn new methods, new ideas and who feel that it is necessary to be retrained. The problem is that there are many people interested in joining us but colleagues and the staff and also the adminstration say first of all: "What will it cost and how can it be done?" At the moment there are so many students at universities. We are overcrowded and we cannot afford to give further courses. So any initiative in this direction will be stopped from the outset.

An additional problem in this context is the training of teachers. Ferdi Schmidt already mentioned it this morning that if we want to reach the youngsters of today, if we want to educate them to the modern world, then we must keep our teachers up-to-date on the developments in this world. I think, therefore, it is also our task as teachers to learn more and in a way to go back to school. That does not mean that you go as a university teacher to university, or as a school teacher to another school. But very important is that university teachers and school teachers come together, meet each other, discuss the problems they have and how they can help both each other and the students and the pupils to develop their skills. On the other hand we have also the task to teach the staff of the universities. This is also poorly done at the moment but that is also because many of the staff are not willing to join courses after their time of work at four o'clock. They want to go home, do not want to see anybody else in the building and so they do not come, unfortunately, they do not come and do not join us.
And so I come to the end.
Perhaps you may be a little bit disappointed that I did not give you more than just some of these aspects. The topic was motivational problems of lifelong learning and what I wanted to show you were these or some of these problems as we experience them in our country. The only thing I can say is you have seen the problems as I see them, and what we should try together is to prevent young people from being 'innkeepers' instead of capable human beings.

Theo van Bernem
Motivationsprobleme des lebenslangen Lernens

Dr. Theo van Bernem ist Professor für Wirtschaftsenglisch und seine Didaktik an der Gesamthochschule Wuppertal.

Um die Motivationen für Weiterbildung kennenzulernen, ist es erforderlich, zunächst die Gründe für das Weiterlernen überhaupt kennenzulernen, die nach einer oft als unglücklich empfundenen Schulzeit die Leute doch wieder auf die Schulbank bringen. Es gibt hier vor allem drei Bereiche:

- allgemeine Weiterbildung
- berufliche Weiterbildung
- Weiterbildung als neuer beruflicher Start

Die Motivation zum Weiterlernen in diesen drei Bereichen muß erworben werden im Rahmen von

- Schule,
- Arbeitsplatz,
- Unterricht.

Motivationsprobleme gibt es in steigendem Maße, auch im Bereich der Erstausbildung. Als ein Mittel zur Abhilfe wird die Curriculumrevision angesehen; ein Curriculum muß dem jungen Menschen helfen, in Beruf und Sozialbereich seinen Platz zu finden und die richtige Einstellung für die Bildungserfordernisse in seiner zukünftigen beruflichen und sozialen Stellung zu bekommen. Dementsprechend muß die praktische Tätigkeit eine größere Rolle in den Schulcurricula spielen. Ein Anfang ist hier das neue Fach Arbeitslehre.

Der in der Regel nach kurzer Zeit in der Berufsausbildung eintretenden Unlust muß entgegengewirkt werden:

1. Die Lerninhalte müssen stärker praxisbezogen sein.
2. Die Jugendlichen müssen den Sinn und das Ziel ihres Lernens erkennen.
3. Der Schwierigkeitsgrad muß richtig gewählt werden (Erfolgsmeldungen).
4. Ein ständiger Methodenwechsel muß Langeweile verhindern.

Dies gilt besonders für die ersten Möglichkeiten beruflicher Bildung, in der die Motivation für die spätere berufliche Weiterbildung geschaffen werden muß:

- Berufsvorbereitungsjahr

Die Chancen liegen hier vor allem in der Verbindung von Klassenraumlernen und praktischem Lernen in Werkstätten.

- Berufsgrundschuljahr

Hier ist das vermittelte berufliche Grundwissen größer und stärker an der zukünftigen Berufsausbildung orientiert. Die Kooperation zwischen den Schulen und den Handwerkskammern ist gut, vor allem in Hinblick auf angemessene berufliche Chancen für die schulischen Aussteiger, denen ermöglicht werden soll, berufliche Ausbildungen zu beginnen.

Ein zentraler Punkt bei all diesen Versuchen ist es, den Jugendlichen durch Erfolgserlebnisse bei schulischen und beruflichen Prüfungen und durch den Erwerb von Abschlüssen Motivationshilfen zum Weiterlernen zu geben.

Als Illustration für die berufliche Weiterbildung von Erwachsenen kann eine Fernsehsendung angesehen werden, in der die Bemühungen für eine Rückgliederung Arbeitsloser am Beispiel dreier Städte (Kassel, Bundesrepublik, Athlone, Republik Irland, Charles Roi, Belgien) gezeigt wurden. Die Sendung führte die nationalen Unterschiedlichkeiten vor, aber auch die motivationalen Schwierigkeiten bei derartigen Maßnahmen.

Einer der wichtigsten Voraussetzungen, diese Schwierigkeiten bei gegenwärtigen Maßnahmen zu überwinden und in der Zukunft zu vermeiden, ist eine Umorientierung der Lehrerfortbildung auf die Motivation für das Lernen nach dem Lernen in der Schule und Berufsausbildung.

Daniel Taylor
Primary School and Lifelong Learning

If I am going to talk about school and lifelong learning let me talk first of all about what I mean by learning. We are talking this morning, because I am Scottish, about Scottish education, and lots of people have different ideas about what Scottish education is. I think a story helps a little: a little boy went to school in Scotland for the very first time and came back in the afternoon - we have the same habit up in Scotland of working well on into the afternoon - and he came back home and his mother said, "Well, how was school?" And he said, "Well I can't read, I can't write, I can't count and they won't let me speak, so what is the point of going back?" Well, that is a definition, if you like, of the traditional concept of Scottish education, summed up in the way that we have as the three Rs. Now it may be something about the Scots, I don't know, but the three Rs stand for three words, only one of which begins with R. That one is of course reading but the other two are writing and arithmetic. So you excuse our spelling, it's a convenient way of putting them together and I am sure most of you are familiar with the term.

I think it is true first of all - before we leave the three Rs - to say that our concept of what the three Rs are, what the three Rs should be, in Scottish schools, our concept has changed - comparatively recently, perhaps, but it has changed. Reading means much more now then it did at one time, so does writing, so does arithmetic. Reading is concerned not only with the ability to read but also use of a wide variety of reading skills. So that when we speak about reading we are speaking about reference skills, we are speaking about recording skills also. And so also with writing.

It's not just writing of one kind, it is not just writing a composition on your holidays but it is writing of a variety of kinds with factual and imaginary writing.

Arithmetic, too, has been widened, we are not solely concerned with enabling children to say their tables. They are still important in Scotland, would you believe, but there are other things too. We are more concerned with giving the children a wider experience, a wider mathematical experience than we once had.

There was a point raised from the floor yesterday about the three Rs and the necessity to make everybody literate and I think the questioner was expressing a fear that this might go by the board if a lot of money had to be spent. I would not be as pessimistic as that, in fact, I don't really think we need to worry about money to ensure that the three Rs are continued. I think this is one thing that all governments are going to provide money for. I don't think we have to fight for that, but it is the other things, and I think that we should know that what the other things are.

Some people - most of them Scots, perhaps - would add a fourth R, of course, and I would like to mention in passing, just in case any of you feel that I have missed it out, the fourth R is the R which stands for religion. And that is the only part of our syllabus in Scotland which is laid down by law, we must include religion in the syllabus of our schools. And so it is there, if you like, whether we like it or not and of course we all like it in Scotland, well, yes. I don't intend saying anything about religion, as a matter of fact, but for those of you who wish it to be included as a fourth R it is included. We will leave it.

I am more concerned about what else goes in apart from the four Rs and as always one looks for a way of bringing it all together - you can ramble on for a long time about this - but I thought it was interesting perhaps to keep into the same framework and use letters once again. This time all of the words start with the correct letters, you will notice, and I chose the letters which comprise the vowels of the English alphabet, A, E, I, O, and U. And I feel that if we consider the words which I have chosen to be represented by these five letters, then I think that, together with, not instead of, but together with the three Rs comprises what I feel education is all about. I speak largely, of course, from the primary standpoint, but I think I would argue also that this is a necessary part of secondary education as well.

The first letter A, for activity, and by that I mean activity in the very wider sense. I mean of course PE, I mean games, I mean also drama and movement, I also mean movement out of the school into the environment and down to excursions. I think this has to be a part of school it wasn't always. We all know when school was largely a matter of doing what you are doing now, sitting down and listening and occasionally noting and speaking under your breath and to your neighbour if you think I am not looking. But school must be more than that. An activity must be seen and recognised as an important part of school.

The second letter, E, for experiment. This morning I will frequently refer to the writings of chairman Schmidt. One of the pieces of writing of chairman Schmidt that he mentioned yesterday was the necessity to enable children to tackle problems and to arouse their curiosity. And I think this is really what I had in mind by experiment. I also mean the physical aspect of experiment, we want children to have experimental skills, we want them to be able to use their judgement in a scientific way. We want them to understand the significance of controls in the experiments that they carry out. We want them in short, I think, to learn for themselves, but to learn for themselves in a structured situation.

The third letter, I, for interests. A point was made in questioning yesterday about an interpretation of lifelong learning which was that you went on learning wherever you were. But that, I think, is only true if your mind is open and if your eyes are open. And I think interest and the next one, O, observation, go together, and it doesn't just happen that a child will be interested, and it doesn't just happen that a child will observe. And I think this is a matter for the schools. I think that the interests of children have to be fostered, they have to be given the opportunity to try a wide variety of leisure and recreational pursuits, and I think for the schools to ignore this, to ignore the I for interests means that the school is failing in its duties. I think children have to be taught to observe and to classify what they see, to be able to classify what they see, to know where to look, to know what to look for. and to be able to think about what they see when they look.

And the final one, perhaps the most important one of all, U, for understanding. Understanding, I think, of themselves in terms of the basic concepts, whether we are speaking about understanding how their body works, or understanding their physical needs, but also, I think, understanding of other people. In other words, U stands for understanding and if I can go back to the three Rs and use another letter U also stands for attitudes, if you like. I think we must be concerned with people's attitudes. That is not to say that we [illegible]doctrinate them with certain attitudes, but if we are giving them activity, if we are training them in experiment, if we are providing them with interests, if we are encouraging them to use their eyes, then we must also encourage them to use their minds and to think about attitudes, to think about their attitudes to other people, to think about their attitudes to the environment. And if I ever use the word education again this morning then that's what I am talking about. The three Rs and the Vowels are all-important.

I think by so doing we will get away, perhaps, from the concept - the wrong concept I think - that schools are merely places of instruction. They are places of instruction but they must be more than that. And they must be seen to be more than that and they must be accepted to be more than that, and they must be accepted by teachers, and they must be accepted by pupils, and they must be accepted by parents and the community at large as more than places of instruction. So I describe the context in which I speak this morning and I now move to a particular school, and naturally enough I move to the school of which I am head teacher at the moment.

This school I am very proud of, not because I am there or not because of anything I have done there, but because it is, I think it is true to say in some respects, an exceptional school. And the reason for it being exceptional is that in this school the thinking about the building was done first and then the building was done to suit the thinking. And it does not always happen that way. The philosophy came first and the building came afterwards. And my job and the job of my staff is to make sure that that philosophy is put into practice, and modified, I am sure, also, but put into practice.

Can I spend some time just describing the school to you. Can I first of all say, however, that I am not putting the school as a model of what we all have to have because the thought of a school like this in some of the areas that you come from is just ridiculous. But I hope that you will see from what I say about the school that it's not the building in fact which is the important thing, but the attitude of mind that goes with it, the attitude of mind that preceded the building of this school and the attitude of mind that exists within the school now.

(Mr. Taylor goes on to describe the school with the aid of an overhead projector.)

The school is a community school, it's a primary school, there are about 600 pupils in it and it is situated about four miles inland from Aberdeen. It is largely a middle class suburb of Aberdeen and some of you may think that that is important and, you know, there is an argument to be made about that, perhaps. 600 pupils as I say but perhaps maybe 1000 people using the building every week. So this is an indication of how much use is being made of it. And these people are using the building during the day as well as at evenings and at weekends.

Can I describe the plan a little bit to you: we start in this corner here, this quarter is the office area, this quarter is the gym, the games hall, this quarter is what we like to call the wining and dining area, and this corner here is largely taken up by the resource centre. Now, I'll speak a little bit more in detail about each one of these. Offices - I have an office there, so also has the community worker who is based in the building and who has the main responsibility for the organisation of the community activities that take place. Both secretaries have their office there, they do each other's work, both secretaries have their offices here, it's an open-plan area and as I say, each will do the other's work, you pick up the telephone and you don't know when you answer it whether it's a school call or a community call. And so there is a lot of interchange, and I think the important part of this entrance here is when a visitor comes into the school then you are confronted by the community secretary and school secretary, and right from the very minute he comes into the building he realises that this building is more than just a school, it is a double building in one, if you like.

Well, that is it and I will mention this room and this room a little bit. We come into the main corridor area here as you see, which serves as the exhibition area for the pupils' work. It leads to the play area, and it is there all of the time when the building is being used by adults. The games hall, the size of it is four badminton courts. And changing rooms and so on here are associated with it. It is carpeted, in fact, the whole school is carpeted. I will tell you about the bits that are not carpeted as we go along, because there are very few of them. But this is carpeted also and it is therefore nice and warm for little bottoms to sit on, if you have an assembly in it, for example, but it's also perfectly suitable for the usual kind of games activities.

We in the school use the hall to ourselves every morning at the moment, we have it to ourselves one afternoon in the week, for the rest of the week we share it. Sometimes it will be an adult badminton group, perhaps it will be a keep fit group. On Fridays the senior citizens, the old age pensioners come in and take over the large part of this middle area of the school. And in the hall their favourite pastime is carpet bowls. Carpet bowls is a very noisy game, did you know? But when senior citizens are playing carpet bowls they make more noise than anybody else in the whole building. But they enjoy themselves, and, so much for the hall. In the evenings of course it is fully used by the community and at weekends also.

The wining and dining area is largely taken up by this area which is the dining room for the pupils at lunch time. It is not carpeted. We feed about 400 children every day. They have lunch there. But that takes a matter of two hours and so for the rest of the day the room is available. We in school use it in the morning; I meet with the very youngest children there, for example, once a week. It is used for other purposes as well, though not on a regular basis. So it is a large open area, and if there is a specific need for an area such as that then we can use it.

On three afternoons, Monday, Tuesday, Wednesday, there is a play group which operates there. On Thursday afternoon, I think, it's children's dancing and so the very young ones, the two-, three-year-olds, they start early in the afternoon and are joined later on by the children coming out of school. On Friday it's the old folks again. They have choirs, they play cards, they play a modified kind of bingo, modified because there is a minister who comes up and teaches their choir, and he is not too keen on bingo. But they enjoy themselves and they are a very lively group on a Friday afternoon. And then in the evenings it is an area which is suitable for, say ballroom dancing, something like this, and it is certainly the place where most of the youth club activities go on. They, of course, use the hall and they use various other parts of the building too. But it is the dining room where they have, for example, their discos. There are no outside windows in the dining room, so that when you switch off all the lights there is complete darkness, and you can set up the disco with flashing lights and so on, and you may have two or three hundred people in there. It becomes very hot and very sticky and very noisy but ideal for the purpose, which is what it's all about, I think. So much for the dining room and the kind of use that is made of it.

This is an open lounge area for coffee and so on, anybody can use this, this is the community lounge, as we call it. It is used a great deal at lunch times by older people who come along from the local secondary school and have a snack lunch there and a cigarette, rather than staying down in their own secondary school. It is used by ladies in the morning,by groups in the building, it is used by groups using the building at other times of the day, and by casual users also, by mum waiting for little Johnny to come away from school and so on. There is a coffee bar here which serves the community lounge and also serves the staff room which is here. And this is the area where the staff will gather at morning intervals. There is a double door here so that the room can be part of the large recreational area or can be shut off and used for other purposes. This next quarter is largely taken up by the resources centre and that is primarily a school resource. It is a library where the children go at least once a week to take books home, it is also, however, the centre for teachers' resources, whether it be tapes or pamphlets or slides or posters or whatever. It includes a room here which is a work room, we call it the control room, the idea being that the resources of the school are controlled from there. It is where we make up materials for teachers, it is where we record radio and television programmes for teachers with general work of all kinds that is necessary to make sure that the teacher has the tools for the job which she has in hand.

Now the only parts of this middle I haven't mentioned are rooms such as this one which is called the group room. There is another little group room beside it, the conference room which you can see, another G.P.- cum-medical room, and these areas are the kind of dual-purpose parts of the school. And also into that category come these link areas. All of these three areas plus rooms like this are multi-purpose rooms, they are empty areas which can be enclosed and which can be used by any group. It may be the ladies who come in to do yoga, or it may be the ladies who come in to mend chairs or stuff pillow cases or do embroidery or whatever. It may, however, be a school group that is using it during the day, in the traditional kind of way with a music teacher, for example, or it may be a small drama group, maybe an activity group of some kind. But these are areas which are very necessary in a building which is housing six hundred primary pupils.

We will refer to them when we look at the central teaching area, which I think we can do right now. You see that these link areas which I mentioned connect with the teaching units, they serve for a gathering area in the morning when the children come in, they serve as an area where their coats can be left, but they are also, of course, a big enough area for either community use or for school use. It's an area big enough for an infant class, perhaps, doing music and movement, listening to a music movement programme, acting out something, it's big enough for some singing activities, a variety of uses like that. So that this is once again very much part of the shared area of the school.

When we come to the teaching units themselves we come to areas which have not been used by community groups as yet and it is a part of the design of the building to enable that to happen. And it means that it is not necessary, for example, for teachers to clear away items before community groups come in in the evenings to use the building. Community groups can be confined to these three areas and of course the middle.

All right, the teaching unit itself, we will look at it now. It is designed for 200 to 250 pupils. 250 is workable, 200 is just fine. And the idea is that you will have 200 pupils from 5 to 12. You do not have 200 little ones, do not have 200 big ones, you have a complete range of ages within the unit. What tends to happen in the Scottish way is that each teacher will have her class and so there will be a primary one, a primary two, a primary three, a primary four, primary five, primary six, primary seven, like that round the unit, in a U-shaped way. Can I just point at one or two things on the map first of all, before we speak about how the unit is used. The blue bits are wet areas. They are paved areas and they are not carpeted, and they are designed for art and craft work, home economics, that kind of thing. So that each class has access to a wet area quite near at hand to them. The central part here consists of stores, it consists of toilets for boys and girls, and it also consists of this larger area in the middle which is used for audio visual purposes. If a class wants to watch a television programme or if they want to listen to a radio tape or see some slides or just make a great deal of noise even or keep very, very quiet, then that is an area just within a few steps of their class area where they can go for that purpose. They can of course go to the G.P. area or to other parts of the school, but this is an area quite close at hand, it is carpeted, the children sit on the floor if it's a sitting situation and so it is their floor. Cupboards as I said, another wet area, some toilet facilities for staff in a unit itself, and then toilets here for boys and girls which they tend to use when they are outside at intervals, at play-time. They can go to the toilets there without having to come into the main building. So quite a lot of thought goes into toilets I can assure you.

One other little room here, and that is for the assistant head teacher. Now once again the philosophy of the school before it was built was that there would be three assistant head teachers. And each assisting head teacher would have a dual responsibility, one would be an organisational day-to-day routine responsibility for the running of our teaching units, and the second responsibility would be a curricular responsibility for a particular stage in the school. So that one of the assistant head teachers will organise one of these teaching units but will have responsibility for curriculum for, let's say, primary one, two and three, the five-year-olds, six-year-olds and seven-year-olds. Another one will have a teaching unit plus responsibility for the middle stages of the school and the third one will have the other teaching unit and responsibility for the older classes in the school. And it is this use of the assistant head teacher that ensures or is one of the ways of ensuring that the work of the school is much the work of one school rather than three separate ones as it could quite easily be. There are other ways in which we make sure that the pupils in the school think of the school as one school rather than three separate ones but I think the principal way of bringing the three teaching units together is by means of assistant head teachers.

Now I don't really think I need to say very much more about the use of the building at the moment and we try, for example, to make sure that each unit is as independent as possible in terms of resources, quite obviously; we make sure, as far as possible, that the teachers have in the teaching unit what they require for their particular work, so that it is not necessary for them to make constant trips into the middle of the building. We don't centralise things in this way. We try to give the units as much independence, make them as independent as possible in that respect.

Can I finish my remarks about the school in which I work by repeating again my belief that it is not the building but the attitude that maintains within the school that is the important thing.

Now what is the primary role that I have as head teacher in a school like that in promoting learning? I am reminded of another story, a very old man, older even than your Ferdinand, he must have been, I think, about eighty years old. And he was not a very lucky old man because he got a young girl into trouble. He went to the local policeman and he told him that he had got the young girl into trouble. And the policemen said, "I don't know why you are coming to me, there is nothing I can do about it, why are you telling me?" And the old man said, "I am telling everybody".

Well, that's what I think we have got to do. We have got to talk, now. We must leave the young girls alone but we must tell everybody about what we are doing. We must communicate, and I think that is what I see my job as, as a communicator. I think the only modification I would make to that is that the communication must as far as it is possible be two-way rather than just one-way. I don't see myself as a Moses or anything like that, but I think communication is very important. And if I

could just list for you some of the aspects of communication that I feel are important, that I see as part of my job and that I would argue are part of any head teacher's job. I am a head teacher obviously and that is what I feel I ought to speak about. And, if you are not a head teacher perhaps you know one, and you could if you like some of the things that I do, suggest them to him.
When I speak about communication, as I said, I like it to be two ways as far as possible, and it's not just communication about administrative matters although these are important. But it has to be communication about curriculum, it has to be communication about methods, it has to be communication about assessment. And so when I say communication, it is all of these things that I am referring to. First of all in terms of staff, teachers. I think one must provide guidelines of some kind for staff in terms of curriculum. How these are provided we will speak about. I think it is necessary - and not everybody agrees, and I don't think, for example, the general public really agree, and very many parents don't agree - that there is a necessity for frequent meetings. It seems so ridiculous on this for me to have to say that, but it is true that in many schools there are no meetings as such, except over a cup of coffee in the morning. And there is no way in which one can do professional work over a cup of coffee in the morning if that is the only time that you are doing it. So there must be specific meetings for specific purposes and different kinds of meetings, not always full staff meetings but sometimes small groups, sometimes a group for teachers at the same stage, sometimes a group of teachers who work together in the same area, a variety of reasons for these meetings. I think it is important that if a head teacher is doing his

job that he makes sure that all of the teachers in the school know what is going on in the school. And that is true of the day-to-day routine matters, as it is of curriculum matters.

I think also there is a need for social communication within the staff and I hope that many of you will take the opportunity if you come to Scotland, to come along to Cults and sample our social communication, because I think it is very good. I do not claim a lot of credit for it but I would claim it for some of my members of staff. But it is a very important part, I think, of the total communication within the school.

I mentioned a second ago the curriculum and how one arrives at it. In our school our basic curriculum is formed by a curriculum committee, formed from the staff themselves. Usually in the first instance such a curriculum committee will consist of one member of promoted staff and representatives from all stages in the school. So whether it be an aspect of maths that we are looking at or the maths work that we do in school as a whole, then all teachers from primary one through to primary seven are involved to a greater or lesser extent in what that curriculum is. The next stage after that, when we have produced something that we think is worthwhile looking at more closely, is to hold meetings of sectional staff, teachers all of the same stage, to discuss aspects of the curriculum guideline that we have so produced. The advantage of a committee structure such as this is not a sort of drive for democracy, I would not like you to think that was the sole purpose behind it. It is a drive, certainly, to make sure that staff feel that we are involved in the curriculum they are expected to work on. But it is also a device which enables you to widen and strengthen the expertise that you have in your staff. There is no reason to my mind why one can not have a person from outside the school as a member of that curriculum committee. That person from outside the school might be a college lecturer or someone of this nature with a special interest in that particular aspect and a special expertise in that subject. And we have this situation existing. Could I move from staff to pupils. I think communication is as important with pupils. I think I have a responsibility as head teacher to make sure that the pupils feel that I am communicating with them. I have a formal, I have an informal formal meeting with them, formal because it happens every week, informal because I never know what is going to happen when I go there, with all the children in the school in two groups, every week. In addition to that I have a weekly meeting with the oldest children in the school, the primary seven pupils. There is no formality about it, we don't call them school councillors or anything like that. But during that time they know that we can discuss the very things that go on in school in terms of sometimes behaviour, sometimes activity and so on. They also know that we won't be mentioning individual names and so that they can speak as freely as is possible. And they feel, or I hope they feel at least to some extent, involved in what goes on in school that affects them. And so I think there has to be a gesture, it may be nothing more than a gesture, I don't know. But I think, even if it is just a gesture, it's worth doing. That happens with primary seven.

Communication in the larger sense, in relation to the pupils, of course, happens through the medium of the class teacher. If I make sure that the class teacher knows what is going on in school then it's the class teacher's responsibility to make sure that the children know. If I put out a bulletin from time to time to teachers indicating what is happening over the next week or ten days then I would expect, of course, that she would be telling the pupils the appropriate parts of that bulletin, not in a formal way - "This is from Mr. Taylor, and he says ...", no, not like that, but making sure that the teacher plays her part in the communication process.

I almost passed over the social aspect of communication in terms of pupils and that is one not to forget, of course, and social aspect covers contacts with pupils in terms of games, in terms of parties and such things that are normally part of the school year. I think another aspect of communication that I am quite frankly a lot less happy about is the communication that we have with our local secondary school. And I think, you know, I am really speaking in general terms rather than on particular terms here because I don't think that our communication with local secondary school is any worse than happens elsewhere in Aberdeen. Well, as far as I am concerned we have a long way to go yet in getting adequate relationships between primary school and secondary school. There is a break for the pupils, but there is more than that, there is a break in understanding between secondary schools and primary schools. And I think if we imagine that that break does not exist then it is going to remain for a long, long time. I think that is something that we in Scotland have to face up to and face up to very seriously, and face up to very seriously very soon. I think there will have to be changes made on both sides, I think neither of us knows enough about the other and so there has to be school visiting, there has to be maybe exchange of teachers, there has to be a great deal of improvement in the kind of information we provide for secondary schools and there has got to be a great improvement in the use that is made of that infor-

mation by secondary schools.
So, as you can see, on both sides of that barrier, this gap, and it is a gap, there is a lot to be done. And it is tragic, because for every child, not just for some children but for every child, that is really a traumatic experience going from a primary school to the secondary school. It may not be the same in your country but it is in our country and we have these children, these primary seven children I spoke about a minute ago, who are young adults, responsible beings. They are a great deal of help to me and to the staff in the running of the school in a variety of ways, respected as such, the oldest pupils in our school, very important members of the school. And they go to the secondary school, and it does not matter which secondary school they go to, and immediately, inescapably, inevitably they are the little ones, they are the kids and: "Shut up, and do this and do that and get your tie straight", - well, there is a lot to be done there. So it is not all a glowing picture as you can see.

Communication - parents. In the school we provide them with a handbook, which is a general picture of the school and we make sure that it is produced not exactly professionally but nicely - it has a plan of the school, it has details about very mundane things like school dinners and school milk and homework and so on but it also has references to the kind of aims and ideals that we have in the school as a whole. We give them that, whenever they become members, we maintain contact with them, we encourage a new parent bringing a child to school from another school to make sure that he or she comes and sees the teacher very shortly after the child has come to school, we maintain contact also by putting out a bulletin, which is a kind of news sheet from time to time, perhaps maybe a couple of times in each term, maybe five or six in the session, which is designed to be a little bit more than just an information sheet, we try to make it a newsy document. I never sign them and I think it is sometimes significant if you get a letter home from school and it is signed, it seems official. But if you get a sort of news bulletin home and it is not signed and it is not written in the first person then I think it is another way of communicating, no matter what you say in the document. How you say it is another important aspect of communication, I think.

We have parent-teacher-contacts, as I said, the usual ones where a parent comes up in order to speak to a teacher about how little Johnny or little Mary is doing. We have evenings when the parents come up and see the children working with the teacher and we find that this is a better way of getting the parents to understand what we are doing in school, to understand the curriculum rather than having them come up and for us to talk to them again. Far better, I think, for them to come up and work with the children and speak with the children, get the children's view of what they are doing and at the same time get that supplemented by the teacher's view of what the children are doing. We also involve the parents in our school, we have about fifty or sixty parents who come up to us every week for a matter of two hours, two or three hours perhaps, and they spend that time in our school. A lot of the work is very mundane work but it is work and this is why we get them to come and why they are so willing to come. It is work that would otherwise have to be done by teachers. And because the parents do it then the teachers have more time to spend with the children. And that is the basic advantage that we get from it.

I think we get a lot of other advantages as well, advantages which are perhaps less concrete, more abstract. I would not like you to think that all of the involvement of parents in the school either is of this mundane variety. It is not all repair and prepare although a lot of it is. They are involved with teachers in terms of discussing what they want or what the teacher wants to have done, they are involved with teachers and with pupils when they leave the school and help the teacher when she is on an excursion, for example. It does not go very much further than that. I would like it to go further in some directions, but I am not going to do any pushing on this one. We have the parents in school, we have parents and teachers working together at least on certain levels, and other levels will come if there is a need for it.

But just as an indication of the kind of thing that I think about, very often what we need in school is just an audience. Not a teacher as the audience but just an audience and it may just be an audience for one child, not for a group of children. And what we very often do in that situation is to say, "Take your book home and make sure that your mum hears you read tonight". Or "Take your book home and show, read out to dad what you wrote about the tractor". Now we accept that it is all right for a mum or a dad to be an audience for their own children and I can't really understand why we hesitate to let somebody else's mum or dad be an audience for children. So there is, I think, a room for development along these lines. But as I said, I am not unhappy about the situation as it is at the moment which the parents are in and because they are in it, it is an indication of what our attitude to parents and to the home is and how high a priority we put on the relationships, good relationships between home and school in our building.

The public at large, I think we have to communicate with them as well. It is more difficult, you can make sure that you find some space in the local news sheet, you can get odd items in the local press, you can have open days, you have involvement of the public at large in organisations such as school and college councils and so on. You can certainly use the public at large as a resource in school, you can bring them in as people, or you can go out to them as a sort of environmental resource and that helps. But I think there is a long way to go in that too and what the way ahead is I do not know. But I think we cannot ignore that we have to, if you like, sell ourselves, sell ourselves to the public at large. One hears the expression 'public accountability'. I think we have to be accountable to the general public. We have to convince the general public that the job that we are doing is a real job, a worthwhile job and that we are doing it successfully. The main weapon, I suppose, has to be in this sort of public accountability aspect the pupil products that we have in school, what we produce, the pupils. We hope that they will be good advertisements. But I do not think we need to worry over much if we are hesitant about how good our pupil products are. The real judgement must come later, because it is not really just pupils, primary seven pupils that is the product of our school. What we are really hoping for is a new generation of parents. We hope that the children who have been in our school will be different from their parents. Different, at least, in their attitude to school. They will have lived through an experience with us which we hope will have made their attitudes different. So perhaps that is the aim there.

Well, can I finish by quoting further two lines from the writings of Ferdinand. The first one is from the letter that you all received, finalising details of the course which said: "The theme of the conference is school and lifelong learning", and went on: "The purpose of the conference is to find out" - and this is the bit I am interested in - "how lifelong learning can be prepared in school and how it can be realised in later life".

My concept of school is slightly different - perhaps more positive - than is suggested in the quotation. Education must be more than merely a preparation for life; our pupils are living life while they are with us.

It is the life which is important. Life is now and is for everybody and so education must not just be merely a preparation for something later on in life.

We have to make sure that the children in our schools are living now and living fully. Learning first of all, I think, must be concerned with life now; we never know when that life will end. Learning must ensure the richness of life now. It is only by this means that we can have any hopeful expectation of future learning, indeed of future life, in the widest sense.

My task is therefore to make sure that my concept of education - the three Rs and the Vowels, if you like, are carried on in my school - is to make sure that the school itself and the environment in which the school with the children live, is such that the pupils can recognise its worth and its relevance and respect its value.

I have a second quote, which I like very much more, by Ferdinand, he said yesterday in his paper, "The gap between school and life must be bridged". That is what I think it is all about. There is a lot of talk about what is a good school and what is not a good school and we all have our own ideas of that. I would hope that in any definition of a good school this aspect of lifelong learning must be part. But what bothers me most is that over the past twenty years society has changed so much. Society's concept of what a good school is has not changed one bit. And what is even sadder is that school's concept of what a good school is really has not changed much either. To quote from somebody slightly more eminent than Ferdinand, there is a quotation in the Bible which says, "Physician, heal thyself". I would say that the lessons that we have got to keep at the front of our mind all the time is, "Teachers, teach thyselves".

Daniel Taylor

Primarbereich und lebenslanges Lernen

Daniel Taylor, Rektor der Primary School (Grundschule) in Cults bei Aberdeen, begann seine Ausführungen mit der Darstellung der traditionellen Schulkonzeption in Schottland: die Vermittlung der drei Kulturtechniken Lesen, Schreiben und Rechnen (the three Rs - Reading, Writing, Arithmetic). Obwohl heute weit mehr als die technische Beherrschung in den drei Bereichen verlangt wird, reichen die drei Rs nicht aus, um die heutige Funktion von Schule zu umreißen. Es müssen im wesentlichen noch fünf Bereiche hinzukommen, die der Referent mit den fünf Vokalen des englischen Alphabets kennzeichnete:

A = Activity
(Sport, Spiel, Theater, Ausflüge und Exkursionen, Einbeziehung der Umwelt in den schulischen Raum)

E = Experiment
(Wecken von Neugier und Wißbegier, Vermitteln von Fähigkeiten, wissenschaftliche Experimente selbständig durchzuführen)

I = Interest

(Wecken von Interesse durch Heranführen der Schulgegenstände an die Interessenslagen der Kinder)
O = Observation
(Förderung des Beobachtungsvermögens und der Fähigkeit, das Beobachtete einzuordnen und zu bewerten)

U = Understanding
(Vermittlung von sozialen Einstellungen sich selbst und den Mitmenschen gegenüber)

Vor dem Hintergrund dieser acht Funktionen ist das Konzept, Schule sei allein ein Ort der Instruktion, *nicht mehr haltbar. Schule kann ihre Aufgabe nur erfüllen, wenn sie von Schülern, Lehrern, Eltern und der Gesellschaft insgesamt akzeptiert wird.*

Nach diesen grundlegenden Ausführungen stellte der Referent seine Schule vor, die insofern als außergewöhnlich bezeichnet werden kann, weil Bau und Gestaltung ausschließlich unter den o. a. pädagogischen Aspekten vorgenommen worden seien. Es handelt sich bei der Schule um eine 'Community School', eine Gemeinwesenschule, die für ca. 600 Kinder als normale Grundschule und für die Erwachsenen als Weiterbildungs- und Gemeinschaftszentrum dient. Etwa 1.000 Personen nutzen die Schule in der Woche. Der Referent erläuterte im einzelnen, wie aufgrund der baulichen Gegebenheiten die Nutzung der Schule für die Erwachsenen während des ganzen Tages möglich ist, auch für laute Aktivitäten wie z.B. Chorsingen. An den Abenden und Wochenenden wird das Gebäude für Jugend- und Erwachsenenveranstaltungen genutzt (Disco, Theater, Weiterbildung usw.).

Wo immer es möglich war, sind die Räume für eine multifunktionale Nutzung ausgestattet worden,abgesehen von den drei Unterrichtseinheiten für jeweils 200 - 250 Kinder, die ausschließlich für die Grundschulaktivitäten genutzt werden. In jeder Unterrichtseinheit sind alle Klassenstufen vertreten; sie sind in offener Bauweise angelegt und so ausgestattet, daß sie für alle Unterrichtsaktivitäten selbständig und unabhängig sind (Spezial- und Fachräume, Sammlungsräume, Fernsehen usw.). Jede Einheit steht unter der organisatorischen Leitung eines Konrektors, der in der jeweiligen Einheit auch sein Dienstzimmer hat. Darüber hinaus ist jeder Konrektor zuständig und verantwortlich für die Curricula einer Schulstufe. Hierdurch wird erreicht, daß die curriculare

Einheit der Schule trotz der selbständigen Unterrichtseinheiten gewahrt bleibt.

Im nächsten Abschnitt seines Referats erläuterte Daniel Taylor seine Rolle als Schulleiter, die er vor allem darin sieht, die Kommunikationsflüsse in der Schule und von Schule und Umfeld aufrechtzuerhalten und zu steuern, und zwar in bezug auf die Verwaltung, das Curriculum, die Methoden und die Leistungsbewertung. So hält er es für erforderlich, daß regelmäßig Lehrerbesprechungen stattfinden mit dem Ziel, alle Lehrer über alle Angelegenheiten der Schule auf dem laufenden zu halten. Darüber hinaus erhalten alle Lehrer durch Mitarbeit in Curriculumkommissionen der Schule Mitverantwortung für die Inhalte, die sie unterrichten.

Die Kommunikation mit den Schülern findet kontinuierlich über die Lehrer statt. Mit dem Schulleiter wird wöchentlich eine Versammlung aller Schüler (in zwei Gruppen) veranstaltet und eine weitere wöchentliche Versammlung mit den Schülern der älteren Jahrgänge. Diese Treffen werden bewußt als zweiseitige Kommunikationsprozesse organisiert.Für außerordentlich wichtig hält der Referent eine frühe Kommunikation seiner Schüler mit den weiterführenden Schulen, vor allem der Sekundarschule, und zwar, um die erheblichen Übergangsprobleme zu erleichtern. Hier existieren starke Probleme und Widerstände seitens der weiterführenden Schulen.

Der Informationsstrom mit den Eltern läuft - neben einer Informationsschrift über die Schule und einer regelmäßig erscheinenden Schulzeitung - hauptsächlich durch Lehrer-Eltern-Kontakte ab, zu denen die Eltern ermuntert werden. So können Eltern immer hospitieren, sie können die Lehrer immer ansprechen. Als sehr gute Kontaktmöglichkeit sieht der Referent die Möglichkeit an, Eltern in der Schule zu beschäftigen.

Ca. 60 Väter und Mütter helfen wöchentlich etwa 2 - 3 Stunden in der Schule aus. Sie entlasten damit die Lehrer für die Wahrnehmung pädagogischer Aufgaben und können sich leichter mit der Schule identifizieren.

Über diese Kommunkationskontakte hinaus hält es der Referent für wichtig, daß die Schule eine dynamische Öffentlichkeitsarbeit betreibt, und zwar aus Gründen der Sympathiewerbung, aber auch aufgrund der öffentlichen Verantwortung der Schule.

Daniel Taylor schloß sein Referat, indem er seine Ausführungen insgesamt an die Themenfrage band, wie Grundschule lebenslanges Lernen vorbereiten könne. Er führte aus, daß Grundschule mehr als eine Vorbereitung für das Leben und lebenslanges Lernen sein müsse. Die Schulzeit selbst müsse als eigener Wert und wichtiger Teil des Lebens akzeptiert werden. Das sei aber nur möglich, wenn die Kluft zwischen Schule und Leben überbrückt werde. Die Gesellschaft habe sich in den letzten Jahren sehr gewandelt, die Vorstellung der Gesellschaft von der Schule aber nicht. Eltern- und Gemeinwesenarbeit von der Schule aus sei einer der Voraussetzungen, die Schule in Hinblick auf lebenslanges Lernen und eine neue Elterngeneration mit einer anderen Einstellung dem Lernen gegenüber zu verändern. Seine Schule stelle einer Versuch dar, dies in ersten Ansätzen zu leisten.

Lewis Lawson

The Secondary School and Lifelong Learning

1. There is nothing new in the concept of lifelong learning. What is different is the general acceptance that the idea has recently received in Scotland. The Scottish Education Department, some Regional authorities, national and local politicians all agree that since education is a process that continues from the cradle to the grave it is their duty to cater for the vocational, leisure-time, cultural and social needs of all age groups within each community and not just for those who are statutorily obliged to attend school. This wider provision, it is argued, can be provided most economically and to the best social and educational avantage in an institution combining Day School and Community Centre.

This is one premise we may wish to question. Is Lifelong Learning best promoted in a purpose-built community school or is there a case for separate development? This is a point to which I shall return. There is, however, no doubting the economics of the argument. Taxpayers and ratepayers view the sharing of facilities with enthusiasm, recognising that they are entitled to demand a fuller return for the very vast expenditure of public funds on school building than is the case when schools are monopolised by one age group between the hours of 9 and 4 for only five days in forty weeks of the year.

In spite of this growing acceptance it is astonishing how vague remains the concept of what the Community School is and might be. Ask the majority of Community School users or for that matter the national and local politicians who have such establishments under their control and the usual definition is elementary - the Community School is a place where school and community share the same facilities.

Educationists will certainly be more comprehensive in their reply. There is, they will tell us, what may be called "a linear theory of community schools". At one end is a building where the day school operates in daytime and the community takes over in the evening, a simple marriage of convenience giving both access to accommodation on a scale neither could enjoy independently in times of economic stringency, but each spurning any further integration of aim or activity. At the other end of the line is a more radical establishment where the day is restructured to serve the total educational, social and cultural needs and demands of the whole community. Classes for all ages are offered morning, afternoon and evening. Adults and children work and play together. Teachers and Community workers are appointed to serve at any time of the day. Parents, pupils and community school users participate in policy-making and management. The strongest advocates of this pole argue extravagantly that it will provide pupils with motivation and better attitudes to work, allow them to understand and sympathise more readily with the outlook of other age groups, will assist the transition from school to adult society and will engender a healthy regard for property and reduce vandalism and truancy.

Here I should like to voice a cautionary note. Obviously with such a line of development in one's thoughts, it is tempting to measure the progress of any Community School by placing it at some point between the two extremes. This type of exercise might well be most damaging to healthy evolution. There are few who would defend the limited

horizon of shared provision and nothing else. Unfortunately there is the danger of arguing that if this end is undesirable then the other must be ideal. With this hazy blueprint before them managers of Community School will be tempted to ignore the fact that what is ideal for one Community School may not be ideal for another.
The real measure of what is possible and desirable is not to be found in theory but in the reality of local circumstance. Is the Community School purpose-built; How possible do its architectural features make the integration of school and community operations? What pressure of demand is being made upon facilities particularly in dayschool time? Are members of staff appointed as traditional teachers or Community School teachers? Is the Community School set in a close-knit urban area or in a widely scattered rural area? Does the catchment area relate to one community or does it contain several well-established communities? How highly do parents value traditional education? What are examination commitments? Is the Community School linked with a Primary or Secondary School? Do parents and community users wish to participate in management? What form of management structure is in existence?
All these considerations have far more bearing on where the Community School should stand on the line than any theoretical concept. What is wanted is not measurement against an indeterminate ideal or for that matter a standard blueprint for every Community School but a statement of assurance that each Community School must expect to be different according to local situation and may be desirably closer to the conventional than the radical pole.

2. My own school, Aboyne Academy, certainly occupies such a position. It is a Six Year Secondary School of some 600 pupils serving a rural area roughly 50 miles by 20 miles. When in 1968 it was planned to establish the Secondary School for Upper Deeside at Aboyne, it was decided to provide the opportunity for lifelong learning by incorporating a Community Centre, sharing the facilities of the Academy at all times of the day and having full access in evenings, weekends and in holiday periods. These facilities are generous and imaginative - a Swimming Pool, Games Hall, Library, Theatre, Lounge and Coffee Bar, Squash Courts, Open-Plan Areas, an Outdoor Centre, besides the normal school provision. A further partner on the campus is a Primary School of 280 pupils serving the immediate area of Aboyne. Finally there is a unit providing special education to children with learning difficulties drawn from an area even wider than the school catchment area. We have therefore at Aboyne all the elements required for a challenging experiment in lifelong learning.
As in most schools great emphasis is given to regular Careers Education being available to all pupils.
Despite the problem of its scattered catchment area education for leisure is given prominence and orchestra, choirs, drama, and a large number of sporting activities are promoted.

3. The presence of a Community Centre identified closely with the School does however bring a new dimension to our programme. Our Community Service syllabus is wider than that normally followed. Besides the more usual service to homes and hospitals, to Old and Disabled Persons, pupils have been able to identify themselves with groups using

the building in day-school time - crèches, playgroups, Old Age Pensioners, Lunch-Clubs, Disabled Groups. Unfortunately only a limited number of pupils have been involved and these tend to be non-certificate rather than certificate pupils, and girls rather than boys. Girls of the Home Economics have also mounted Community projects in Hairdressing and Cookery for One.

A further deviation from the orthodox occurs because of our awareness that the nearest centre for Adult Education lies 30 miles away in the City of Aberdeen. A Community School worthy of the name should attempt to offer well-intentioned adults the opportunity of second-chance education and to add to existing qualifications. Adults have been invited to join the pupils in Certificate Classes in English, French, Biology, Mathematics, History, Art, Music and Secretarial Studies. In making this provision I have studiedly avoided the temptation of restructuring the school day. Of course it is more convenient for adults to attend for instruction in one or two large blocks of time. I am not convinced that such an arrangement is best for teenagers who are less well-motivated and whose powers of concentration are less sustained than those of adults. I am also not enthusiastic at more than a few adults being taught alongside pupils in a single class. Faced with an adult presence, the teacher involuntarily alters his style, expunges humour that appeals to young people and shows reluctance to digress from the lesson denying pupils the opportunity of benefiting from observations and discussion invaluable to the Hidden Curriculum. Although adults tend to ask questions more readily than do pupils and all benefit in consequence, their involvement in class is inclined to make pupils diffident in offering opinions. However I feel there is great advantage in adult groups being taught as units separate from pupil groups but in the same department. Such groups have been organised in Art, Home Economics, Business Studies and Languages Departments. Our Games Hall also has frequently adult and pupil groups operating simultaneously.

Having said which I should be at pains to emphasise that Aboyne Academy in many ways functions as a normal secondary school. 60% of our pupils leave after four years, all but 10% having attempted 'O' Grades, some a limited number, others as many as eight. 40% of our pupils remain to attempt Higher Grade Examinations and of these, a third stay on for a Sixth Year. This traditional framework is there partly because of the belief in the virtue of such an approach to day school learning shared by my staff and myself, and partly in deference to the wishes of the very large majority of our parents who place great store on the value of traditional education.

Nevertheless there is an equally strong conviction that education for life is an essential component of lifelong learning and should feature in the school curriculum. My belief is that certain topics are too important to leave to their chance inclusion in some lesson during a child's passage through school. Thus every pupil in the school irrespective of Course or age spends 40 minutes weekly following a Current Affairs Syllabus in which among other topics are included local and national government, E.E.C., Third World, and social and economic items.

Throughout the first four years in school pupils attend mini-courses of 40 minutes - 1 hour in discussion group sizes (14 or fewer) in a wide range topics - You and Your Community, Health Education, Safety, First Aid, Money Values, Sex Education, Consumer Education, Car and Home Maintenance, Relationships with home, friends, employers, workmates etc., how to run voluntary organisations, how to conduct public meetings, interview techniques, social dancing. Courses last from 5-8 weeks and are provided by 'selected volunteers'. At the end of each course pupils move to the next topic so that over the years they have taken part in all.

There is also emphasis on School and Industry in the hope of bridging more smoothly the pupil's transition to work. Visits to workshops and factories are arranged. A small number of pupils benefit from Work Experience Schemes, spending some weeks working in local firms and reporting their experiences to their classmates. As important, if not more so, has been the secondment of teachers to Industry so that they may add to their knowledge of the industrial sphere and pass on this vital information to pupils. Senior pupils have on occasion spent some weeks out of school on Management Courses and in studying the conduct of local concerns such as estates, hotels and the retail trade. Link Courses with Aberdeen Colleges are on offer covering subjects such as hairdressing, catering, bakery etc. Another link course with Clinterty College of Agriculture is invaluable to boys operating the School Farm. Expert instruction in ploughing, soil analysis, fertilisers, weed control, insecticides, marketing etc. is provided. Similarly the Forestry project run as a vocational course for non-certificate pupils benefits from links with the Forestry Commission and private foresters. A Hotel School has valuable support from local hoteliers.

One other group that is happily incorporated in the Day School timetable has been Primary pupils from the area. Blocks of time in the Swimming Pool are made available to all our 12 'Feeder' Prima-

ries. One advantage is that pupils from these schools find the transition to Secondary School easier because of such an initiation. It also is a valuable addition to our programme of Primary-Secondary liaison.
The presence of pre-school children, primary pupils and adults in school during school hours presents extra problems not least the difference in standards of behaviour e.g., smoking, noise levels, running about. Too much should not be made of such difficulties. Obviously all users must be educated to be tolerant of the other person's needs. Most importantly, nothing could emphasise more to all users the reality of lifelong learning than the co-existence during the school day of numerous ages and interests.

4. This same mixture of ages is found in the extensive programme offered at evenings and weekends. One could be critical and note that vocational classes do not figure prominently - Typing regularly, English and Mathematics occasionally. There are from time to time W.E.A. type lectures on subjects such as archaeology, local history and the like. Interests such as pottery, porcelain painting, oil painting, guitar playing, yoga, Gaelic, conversational German are catered for. Welding classes for local farmers are provided. For the rest the activities tend to be of a sporting and leisure-time variety - drama, music society, operetta society and sports of all kinds. The imbalance between vocational and leisure-time activities is often remarked upon and sometimes disparagingly. Some consider Community Education as informal and of little consequence. I cannot agree. In meeting together, planning together, taking part, people develop social skills and democratic

concepts. It is interesting to note that individuals who would never have enrolled for semi-academic or vocational courses directly, frequently do so having first been introduced to the Community School in a less formal pursuit.

5. The Community School therefore can most certainly make a contribution to lifelong learning. However I should be displaying a high level of complacency if I chose to ignore a number of sizeable problems.
The scattered nature of the catchment area presents its own limitations. The Day School closes at 4 p.m. and more than 50% of teachers who live outwith the area depart. There are therefore problems in servicing after-school and adult education in the evenings. Similarly distance reduces the willingness of adults to attend the Centre particularly in the worst days of winter and thus less advantage can be taken of day school and evening classes. Social groups such as Old Age Pensioners, Disabled Persons and Young Mothers tend to be drawn from the immediate vicinity of Aboyne rather than from the whole catchment area.
These restrictions caused by the scattered community produce a problem in public relations. Upper Deeside contains a number of distinct village communities all jealous of their own identities. How can we encourage them to consider the Community School as their own? How can we temper the jealousy felt by other villages over the undoubted advantages and favoured treatment enjoyed by Aboyne? Here is a task for Secondary School, for Community Workers and for all Community School users. One further agency in promoting goodwill and showing concern is a Community Magazine produced monthly by a volunteer team containing articles from all

village communities. The Community School, too, has been at pains to act as a resources centre for groups formed in villages throughout Upper Deeside supplying hardware and on occasion expertise. It is interesting that when the Community School was set up there were very real fears that it might sap away the life-blood from the villages and destroy their communal life. Quite the contrary has been the case. Popular activities in the Community School have encouraged local developments in the villages. It is interesting too that village communities have been prompted to organise car-pools or bus hires in order to transport users to the Community Centre at certain times in the week. It would however be unrealistic not to recognise the problem that distance creates in a scattered area.

Yet another problem of rural areas is the lack of instructors. Payments are not sufficiently attractive to encourage teachers to travel back to Aboyne in the evening. During the school day, too, the system of staffing quotas based on pupil roll reduces the feasibility of teachers teaching adult groups. Any extension of adult demand, in day time or evening would bring problems.

Accommodation, too, is a consideration particularly in Day School time. At Aboyne so far there have been few occasions when lack of accommodation has stood in the way of an activity getting under way. But with a rising school roll increased adult demand would require a decision on priorities.

The system of management of the Community School also has an impact on how lifelong learning is developed. At Aboyne, there is a system of joint management, the Head Teacher running the Day School and a Senior Community Organiser the Community Centre, both liaising on matters of common administration and policy. Community Education in Grampian Region is organised separately from the Day School service. The framework of the Directorate is dual, School on one hand, Community Education on the other. They are financed from separate budgets. Appointments to Day School are distinct from any commitment to Community Education.

With such a divided organisation it is difficult to make the Community School into anything other than a Day School with Community provision. It is my contention and that of the Head Teachers' Association of Scotland that single management affords the best prospect of an integrated programme designed to promote lifelong learning.

I have one other reason for concern. The Community Education Service in Scotland is a new service. Its members tend to be young and relatively inexperienced. Yet adult education in evenings, vocational and informal, is placed under their control. It is their philosophy that the only healthy development is one that springs from the individual's own motivation. This self-help philosophy makes nonsense of the years spent in professional training and in gaining educational experience. There must surely be some informed direction if lifelong learning is to be promoted? One further point - learning does involve some discipline. The creed that people should 'do their own thing', at their own speed and in their own way may be suitable for some leisure time activities but not generally for more serious learning.

The same unstructured idea is shown in attitudes to sports clubs. The wish for open sessions to which any participants can come militates against the emergence of closed clubs in which young members can be coached not only in skills but in rules of etiquette and the like.

This contrast between the two partners in lifelong learning, the Community Worker with no established code of professional procedure and the professional teacher wishing to maximise the use of time, proceeding towards formal objectives within the framework of disciplined skills underlines one of the major problems in the Community School and one that has an impact on the speed and manner in which lifelong learning is implemented. There is here a plea to those involved in the training of teachers and Community Workers at best to seek some reconciliation of philosophy or at least to encourage a better understanding of the other's viewpoint and attitude.

6. The desirability of involving the community in policy making and management was recognised by the setting up of a College Council comprised of representatives of parents, teachers, community centre users, pupils, ancillary staff, local Trade Unions, employers, a regional councillor, a person interested in promoting religion etc. Public interest in this body has not been high. Electoral meetings have been sparsely attended. This response is partly explained by the initial vagueness of what the Community School is and might be. The scattered community also is an adverse factor though it has been proposed in a new Constitution soon to be brought into being that each village Community send a representative to be responsible for all aspects of education in the hope that such local involvement might increase local interest. We must not expect too much too quickly. The Council has only had five years and it is a slow process. Already there are significant indications that the College Council is recognising its potential and it has certainly provided local and regional managers with valuable public opinion on a number of important issues. This body has access

to considerable funds generated by the operation of the Community Centre. Each user pays a standard charge according to the type of activity which he undertakes. These monies are controlled by the College Council which therefore has the sinews with which to develop lifelong learning.

7. It is difficult to make any assessment of how the Community School at Aboyne has affected lifelong learning in Upper Deeside. When I look at the pre-school provision, at Primary and Secondary education with formal and informal curricula benefitting from the fine physical provision and complemented by contact with pre-school and adult groups, when I view the wide range of adult activities and note a developing community sense, I might be justified in considering that the operation is going ahead thoroughly enough.
Yet one must keep things in perspective. In any 'good' evening 200 users will be in the Centre. Where are the others? We live in a time of paradox. More free time does not add up to more well-used free time. Commercial pressures are one reason. Perhaps the dislike of 'going back to school' is another and once again we must question if adult education provision in a separate building dissociated from day school would encourage greater participation. Personally I believe not. Clearly there are two types of person, once active, the other passive. Though it is dangerous to generalise we see this in the youth using our Centre. Those who are content to sit in the lounge area tend to come from near at hand. They tend to be those who enter manual or unskilled trades. They tend to consider other activities as suitable for the 'brainy' and the 'snobs'. The active participants on the other hand tend to be those who en-

ter non-manual jobs, travel further to take part, and look on the loungers as 'coarse-mouthed' and unlettered.

One of our major problems is how to counter this apathy. Is the Secondary School partly to blame? Would a reduction in the compulsory leaving age bring more motivation by reducing disenchantment with school? Could the media do more to encourage participation? The home certainly has a role to play.

In Scotland motivation for 14-16 year olds has been the subject of three major reports on curriculum, certification and indiscipline. Do the Munn, Dunning and Pack Reports afford some answer to motivation among their many recommendations, proposals for school-based courses and certification for all?

Soberly we must reflect that any success in stimulating interest in continuing education would create its own problems. I have already mentioned accommodation and lack of teachers. In times of retrenchment there are also considerations of finance.

We must nevertheless keep our vision of lifelong learning clear. After all a hundred years ago education was bounded by the classroom and the three Rs. We have travelled far since then. Who can tell where another century will lead us?

Lewis Lawson

Sekundarbereich und lebenslanges Lernen

Lewis Lawson, Leiter der Aboyne Academy/Deeside-Community Centre in Aboyne, setzte sich zunächst kritisch mit der in Schottland heute allgemein vertretenen Ansicht auseinander, den Anforderungen an Jugend- und Erwachsenenbildung könne am besten durch eine Institution entsprochen werden, in der Tagesschule und Gemeinschaftszentrum vereint seien (Gemeinwesenschule). Der Referent erläuterte die theoretischen Konzepte von der linearen Organisation (tagsüber Kinder, abends Erwachsene) bis zur organisatorischen Identität (Erwachsene und Kinder sitzen in einer Klasse) und warnte davor, eine Gemeinwesenschule allein aufgrund theoretischer Entscheidungen zu organisieren. Entscheidend für die erfolgreiche Arbeit seien die lokalen Gegebenheiten (Gebäude, Personal, Siedlungsstruktur, kulturelle Infrastruktur usw.).

Nach dieser generellen Einführung stellte der Referent kurz seine Schule vor: eine sechsjährige Sekundarschule mit ca. 600 Schülern aus einem ländlichen Einzugsbereich von ca. 2.600 km².Die Schule ist als Gemeinwesenschule konzipiert: Das Gemeinschaftszentrum nutzt die Baulichkeiten der Schule tagsüber, soweit irgend möglich, mit, uneingeschränkt abends, an den Wochenenden und während der Ferien.Im Gebäudekomplex weiterhin ist eine Grundschule untergebracht (280 Kinder) und eine Sonderschule für Lernbehinderte. Hiermit - so der Referent - liegen alle Voraussetzungen vor für ein interessantes Experiment zum lebenslangen Lernen.

Der Referent erläuterte dann die Auswirkungen, die die Verknüpfung der Schule mit dem Gemeinschaftszentrum für die Schule zur Folge hat. Er führte *beispielhaft auf:*

- *Schüler beteiligen sich an sozialen Diensten der Gemeinde, die im Rahmen des Gemeinschaftszentrums wahrgenommen werden.*
- *Erwachsene nehmen am Unterricht der Jugendlichen teil, um einen Abschluß zu erwerben.*
- *Neben den Jugendklassen werden auch reine Erwachsenenklassen eingerichtet, wenn genügend Interessenten da sind. (Dies hält Lewis Lawson für die bessere Lösung; einen gemeinsamen Unterricht hält er nicht für empfehlenswert.)*

Der Referent legt Wert auf die Feststellung, daß es sich bei der Aboyne Academy um eine ganz normale Sekundarschule handelt, die zu den traditionellen Abschlüssen führt. Es sei aber in diesem Rahmen möglich, lebenslanges Lernen vorzubereiten, indem auf das Leben vorbereitet werde. Es wurde im einzelnen dargelegt, wie das gesellschaftliche und berufliche Leben in das Schulcurriculum eingegangen ist. Neben kurzen Lehreinheiten zu einer Vielfalt von Themen (z.B. Autoreparatur) in der Schule sollen Besuche und Kurzpraktika in Firmen und Betrieben helfen, den Übergang von der Schule in die Arbeitswelt zu erleichtern. Berufseinführende Angebote benachbarter Kollegs und Fachschulen können von Schülern der Academy wahrgenommen werden.
Um den Primarschülern den Übergang auf die Sekundarschule zu erleichtern, werden regelmäßig Grundschüler eingeladen, an Aktivitäten der Schule, z.B. im Sport, teilzunehmen.

Lewis Lawson wies im folgenden Abschnitt seines Referats auf die Probleme hin, die durch die verschiedenen Arten von Nutzern entstehen; er sieht hier aber eine besondere Chance, die Notwendigkeit von Toleranz deutlich zu machen und die Realität von lebenslangem Lernen vorzuführen.

Der Referent ging dann auf das Abend- und Wochenendprogramm ein, das ein weites Spektrum vor allem an Freizeit- und Hobbykursen enthalte, aber auch 'akademische' und berufsbezogene Veranstaltungen. Er sieht in den informellen Freizeitveranstaltungen ein hervorragendes Mittel, Weiterbildung zu initiieren.

Im folgenden zeigte der Referent noch einige weitere Probleme auf, die die Arbeit erschweren:

- Das weite Einzugsgebiet erschwert die Teilnahme erheblich, besonders im Winter und für bestimmte Adressatengruppen.
- Es ist schwierig, die Lehrer, die zum größten Teil außerhalb wohnen, für Abendveranstaltungen zu gewinnen.
- Die umliegenden Dörfer befürchten, durch die Aktivitäten der Schule ihre Identität als Gemeinschaft zu verlieren. Es stellte sich aber schon jetzt heraus, daß von der Schule eher Anregungen für die Ausgestaltung des dörflichen Lebens ausgehen.
- Die duale Leitung der Schule (Schulleiter, Leiter des Gemeinschaftszentrums) und die Finanzierung aus verschiedenen Budgets verhindert die völlige Integration. Das Management und die pädagogische Leitung sollte nach Ansicht des Referenten in einer Hand liegen.
- Es existieren Konflikte zwischen den Lehrern der Schule und den Mitarbeitern im Gemeinschaftszentrum, und zwar in der Regel aufgrund der völlig anderen Ausbildung.

Vor dem Hintergrund dieser Probleme und auch, um die Gemeinschaft insgesamt an der Verantwortung für die Schule zu beteiligen, ist ein Kolleg-Rat (College Council) gegründet worden, in den jede Gemeinde des Einzugsbereiches einen Vertreter entsendet. Der Rat habe sich als Beratungs- und Entscheidungsgremium bewährt.

Der Referent beschloß seine Ausführungen mit der Frage, ob die Aktivitäten seiner Schule die Situation des lebenslangen Lernen in Upper Deeside verbessert hätten. Trotz der zahlenmäßigen und atmosphärischen Erfolge ist er skeptisch, vor allem in Hinblick auf eine breite Motivation der Jugendlichen. Als Möglichkeiten, die Apathie und Interessenlosigkeit zu überwinden, erachtet er eine Verkürzung der Pflichtschulzeit und eine stärkere Nutzung der Medien für die Bildungsmotivierung. Insgesamt aber zeigte Lewis Lawson in bezug auf die Weiterbildung und ihre zukünftige Gestaltung auch durch die Schule Optimismus, den er vor allem aus dem Vergleich der Schule von vor 50 Jahren und der heutigen Zeit begründete.

Robert Innes

Experimental Uses of Closed Circuit Television in Continuing Education

Let me say straight away from the beginning how pleased we are about being here at Interskola. It was a marvellous idea that Ian Finlay had all these years ago and it's done nothing but good and some very valuable and wonderful publications have come out of the conferences over the years. I am looking forward to the publication which will come from Ireland, relating to last year's conference, and I do not know if I am looking forward to the publication - at least, my bit of the publication - for this year. I'd also like to say thanks to our German hosts for inviting us here and for the wonderful hospitality that we are enjoying.
I thought that for those who do not know exactly where Stirling is I would do this little sketch, bringing it in relation to Glasgow and Edinburgh. Stirling is the sort of apex of the triangle, thirty, forty miles from either city. The university itself is very modern, only ten years old and the Department of Continuing Education is even much more recent than that, it's only two years old. It was built into the department in the university in the very early days that there should be a strong education commitment and originally a Department of Education was set up. And that department is the only department in Scotland that actually trains teachers. They do not have to go to Moray House or Jordanhill or any other training college if they come through the Department of Education at Stirling. And then very recently, when the original department was getting very big, it was decided to hive off a bit of that work into a new Department of Continuing Education, to

look after certain aspects of the work that the Education Department had been doing hitherto, and also to develop new work, community kind of work. For we had been developing very closely with the local Stirling community and indeed one of her delegates is here today - Mr. Michael Kelly was on the original foundation committee for Stirling University and it was that committee which originally suggested that there should be an Education Department at Stirling.

And now seeing we have got the new Department of Continuing Education there, we are hoping to have even further and closer developments and links with the local community. But even as it is, I do not think that there can be any university in Britain which has closer ties with the community than Stirling. We place a very great deal of importance and value on this aspect of work, and we constantly have people coming out and into the university. And indeed we have two of the central regional advisors actually based in the university and in fact in the same corridor that I occupy. And the idea is that we should work together and develop materials for teachers and other professional groups. And I see myself very basically as a teacher. I have done other things later on, but I was first and foremost trained as a teacher and I still try and see things through a teacher's eyes. And when during my time as education administrator at Stirling I spent a great deal of that time actually in classrooms working with teachers, hearing from teachers, and trying to develop software for their use in the actual classroom. But now we are going on slightly further than that and preparing materials for community use.

I thought I would do a transparency which shows in some way how the new department has been developing. It has rather been developing along three distinct avenues in the last two years since it started. The one on the left: informal kind of work. The ordinary type of extramural class that any university will be doing, providing extramural classes in languages, literature, politics, for example. Some of these are offered in the afternoons, some in the evenings, some at weekends, not all in the university but scattered throughout a pretty wide area of Central Scotland.

Then number two, for those of you who can't read my writing, the University Community Association. That association was started up right at the beginning of the new department a few years ago. And we invited members of the community to join this association and in fact we got between four and five hundred people joining almost immediately. And they each paid a small fee, a token fee, to feel that they were a part of this University Community Association. And we have people as members coming probably as far away as thirty of forty miles. And they come regularly, probably twice a month over the winter to lectures and these lectures are recorded on colour television. And those who miss a lecture can then come at a time to suit them and get the recording. And some people in fact come back several times, some of them many times if they are interested in any particular lecture, and they can get the recording in the resources centre, they can look at it in private and can stop it and start it backwards and forwards as much as ever they like and they can get the information from it.

Then a third aspect of the informal work that we do is included in the international summer schools. They are only two years old and we have only had two international summer schools to date and they dwell more or less on Scottish traditional music and they have attracted people from virtually all over the world, New Zealand, Canada, Australia, all over Europe and in fact some come from very great distances indeed. And these summer schools are held in a 200-year-old building, called Airthrey Castle which is situated on the site of the new university and there are classes of Scottish traditional fiddle music, Scottish piping, Scottish song and so on. A good friend of mine from Shetland, Tom Anderson, does the fiddling, Jean Redpath, who is a very well known international Scottish singer tutors in singing and Hugh MacCullum, who is a world champion piper, is one of the tutors in piping. So that is very roughly the kind of work that we are doing on the informal side. And it's all off to a fairly good start, we think.

Now on the formal side we took over some of the in-service work which the original Department of Education did: in-service courses for teachers, for example, and other professional groups such as nurses and social workers, businessmen, and youth and community workers. Some of these courses are day-long courses, some are weekend courses, some are week-long courses. Some are non-residental, some are residental. There are 1750 study-bedrooms at Stirling and when the students are away we have all this vast resource of residental accommodation for use, and if you remember from the sketch map which I showed you, we are very central and we find that members of professional groups can easily travel to Stirling from both Edinburgh and Glasgow and from all the towns in between.

We are about to offer in the autumn a part-time degree structure within the existing time-table whereby members of the public can come into the university when the classes are on already; if English literature is on three o'clock on a Tuesday they come in at three o'clock on a Tuesday.

And there seems to be a surprising number of people who are able: people in shift work and so on, housewives probably can come in at times when these classes are on, and we think we will limit the number this year to about twenty. We do not want to dive in too much at the deep end, we want to look carefully into this kind of thing.

Once we get a year or two's experience of running these part-time degree courses we are then hoping to provide the same kind of courses in the evenings and at weekends or indeed at any other time of the day or night because in the meantime we are intending to record on television quite a few of the classes and of the lectures that are taking place anyway during the day and making the recordings available to the part-time degree people and at times to suit them. Rather like the Open University, except that with the Open University the programmes are on the screen and off again. And if the students miss them they have missed them, or if they don't understand them then they do not have an opportunity very often to see them a second time. But if they are recorded on things like these cartridges, the part-time students will be able to run it backwards and forwards and stop and start it as often as ever they like and the lecturer's name will be captioned underneath so that if people do not understand any aspect of the lecture they will then be able to seek out the lecturer and get more information from him. And anyway we are not seeing these as a substitute for lectures, we are only seeing them as a supplement, a device for making the lecture available for a wider public, for grown-ups, people in jobs who probably might find it very difficult to stop work for a year or two years or three years to get a degree - people who might find it very difficult in fact to take up the Open University courses when they are on in the early morning and late at night. But these will be recorded and the obvious extension of this idea is that some of these recordings might well be made available in the more remote areas of Scotland, although we haven't yet given that any kind of serious consideration.

The third avenue that we have been developing along, in fact developing more rapidly than I had originally anticipated, is research into the use of television in adult education and particularly in health education. We had been dabbling in this for a year or two beforehand and I think probably with a fair amount of success because the Scottish Home and Health Department actually came and offered some money to really get down to it properly and produce a number of programmes on ordinary everyday kind of illnesses and physical conditions which the ordinary members of the public might well suffer from. Well, we have got enough money, for example, to employ a full-time research fellow who is now with us making up, producing these programmes, piloting them, evaluating them, changing them in the light of reaction from the public. So we are wondering what kind of language to use, whether we should use language relating to social classes 4 or 5 or whether we should use the same sequence of pictures but probably run different commentaries on them, for example, the diabetes one. It gives very precise and clear instructions on how to do the testing if you have diabetes. The infant feeding one, similarly, and they are made in such a way that the ordinary member of the Scottish public can understand them. We are not aiming it at the top of the middle range, we are rather aiming it slightly below that. So that people like the district nurse, health visitors will be able to take them into people's homes and put them into ordinary domestic television sets and the people themselves can then learn from them.

The replay machines are getting smaller all the time. This one here is only a year old and that one in the corner is so tiny you can hardly see it. And it's probably twice, three times as good as that one and it's only a year between them. And they are getting small enough for district nurses, health visitors, doctors and dentists, vets, anyone like that to take them around, put them up into an ordinary domestic television set and off they go with the pictures in colour. So there is really quite an enormous possibility in it.

So we are working on a diabetes one, we have done three in infant feeding, ordinary, simple, commonsense everyday stuff, related to social classes 3 and 4, possibly 5. Something on child illness, and we are about to do one on insomnia. As I said, we are working closely with the Scottish Home and Health Department in this, it was their idea originally, we are linking up with the local Forth Valley Health Board in it and we have got information from the Scottish computer which told us which are the most frequently recurring physical conditions in Scotland. And so we are making up the programmes relating to these most frequently recurring conditions.

These are the three avenues that the departments have developed along in the last couple of years. In fact I think it developed rather more rapidly than I had first anticipated, I am not too sure if I would have taken the job on if I had thought it would develop as fast as it has. But anyway, to help us in this work, as a means to an end, not an end in itself, we have been producing programmes on television, they really help us. For example I told you that the community association ones, they are practically all recorded, so that members can come back, bring their friends sometimes, and they have tea and all that.

The programmes for the summer schools are all recorded well in advance. I found out very early on that you must not rush into this, you must do all this quite calmly and give the technical people enough time to edit and get the thing under control and get the thing right. If you rush them you are going to be in trouble right from the beginning. So we did enough programmes on the summer schools, well in advance of the summer schools coming, so that when they did come from Australia and New Zealand or Canada or wherever, they knew that these programmes were available and they could go into rooms on their own and learn all about it first before they got down to the nitty-gritty of actually playing the Scottish idiom on the fiddle or trying to sing along with Jean Redpath. It was all done first of all and really quite well prepared before we ever used it.

For the in-service courses we have mainly been using them for instant feedback in order to adapt behaviour and we have been using television for nearly ten years in Stirling, at any rate for initial teacher education, where the student teacher can actually see and hear himself teach and then he doesn't have to rely on an old fogy like me to tell him what to do - he wouldn't believe me anyway, students never listen to education lecturers telling them how best to teach. But if you plant a thing like this in front of them and they teach there and then, they can see for themselves how they can improve, or they can see for themselves how good they are and it is very often the case that these young people are very good teachers indeed. So we have been using it then as a development of that in in-service courses, particularly, for example, with guidance teachers in interview situations and also social workers in interview situations. So they can adapt and modify their interacting techniques between pupils and themselves and clients. Businessmen are also interested in it of course, it has very obvious implications for them.

What I propose to do now is to take you slowly through excerpts of these programmes and let you see short excerpts, the first group showing learners doing Highland dancing. This is not using television as a medium of conveying information in this instance, but it is to show the use of television as a means of instant feedback to let you see yourself how you are doing any particular activity. I spoke about teaching, spoke about social work, it can also be used in badminton, in swimming, it can be used in golf but we don't use it for that, but we do use it for this kind of thing here. So, I'll put the thing on if it works and you can see these four short excerpts of young girls, learning to do these four dances. - The film is shown. -

The next groupings were made for the University Community Association, remember, I told you that we have between four and five hundred members and we have a wide variety of different lectures and lecturers and we record most of them and people who missed or want to see it again can come in and see. Now the two gentlemen that you are about to see on the excerpt from their lectures are Ian Collie with the local Director of Education for the Central Region and Stan Matthews, who is one of my own colleagues at university. Ian is speaking about education and Stan Matthews is asking the question: "Can we feed Britain?"

Now that was the Director speaking to two or three hundred people, and we had a tremendous amount of interest in that, and people came again and again to listen to that particular lecture. The relationship between university and the region is so great that he is an honorary lecturer.

The other sequences have all been made up for the summer schools and you will find that they have to do with traditional Scottish music.

These are made for the summer schools, you see, and the students can learn from these as they go through the course, and they can play along with the experts and if they come out at the end at the same time as the experts, it's all right.

Now the next one is Jean Redpath, famous international singer, Scottish singer, who has just been with us for three months as a singer in residence, and has been tutoring in the community. And again that was a joint operation between ourselves and the local region, the education committee.

Jimmy Shand next, a very well known Scottish musician, an accordionist.

I'll stop it there for a minute. Those of you who know Scotland and Scottish music will know that Jimmy Shand is an extremely difficult man to interview, and he is very retiring, very reticent, a first-class musician, but to get him to university, to get him to do this was rather difficult. So the only way we could persuade him to come was to bring along with him an old friend of his, a classmate, and they quite simply chatted to each other for a whole day or most of a day and we edited the best bits in it. You all saw the fingering, so that people can learn from that, it's a teaching tape, that.

The next excerpt is one taken off the air, BBC, I get a tremendous amount of encouragement from the BBC and also from Scottish Television and Grampian. And this is an excerpt from the BBC, actually advertising one of their things at Stirling. And to get the BBC to advertise anything takes some going.

From Scottish news.

That is an advertisement which actually paid off extremely well because the hall was absolutely full.

Now we are going to change tack completely and I am going to talk now about a very serious part of our work, and that is nurse training and geriatric nurse training, training nurses to deal best with old people in old people's homes. Some people who are very severely regressed in fact and you will see one close-up of an old lady who will really bring home to you the reality of the situation. We are doing this work - please excuse me for using 'we' all the time because it's never myself, it's always a team of people - and we are doing this work in conjunction with the Borders Health Board in Melrose, Dingleton Hospital, it was one of the leading mental hospitals in Scotland, even in the thirties they did extremely progressive work there. A man by the name of Professor Maxwell Jones did a lot of forward-looking work, wrote it all up in text books and he is now, in fact, working in America, but comes across a very great deal still to the Borders and members of this team come back to the Borders in connection with nurse training and indeed doctor training. And we have had the privilege at Stirling to be invited into this particular kind of work and we have been going down there regularly, recording some of the sessions in action, so that young nurses can learn from it.

And again, you see, it's not a one-off kind of situation. Once it's recorded and put onto these video tapes, then succeeding generations of nurses can learn from it and indeed the same nurse can go back again and again and look at it.

Now there are three different excerpts here, one shows the old lady who is going to bring reality into the situation, then there is verbal interaction between nurse, ward orderly and patient. How to communicate best with these people? Because some of these people will totally refuse to speak to staff, they feel offended because they have been put into this kind of situation. Part of their defence is that they will go into their shell and out of that shell they will not come, unless the nurse is expert enough, or the ward orderly is expert enough, or the doctor is expert enough, to get them to come out of that shell again. And you will see an interview in progress in one of the excerpts where this very expert American phychologist is talking to a man who was a chauffeur and has now landed in this situation and had until then totally refused to speak to anybody. He would do what he was told rather like an automaton or a zombie but nor more than that, he totally refused to speak to anyone, even to his relatives. And this American psychologist you will see in action bringing the conversation round to him and then getting him included in the conversation and then actually getting him to be, in fact, quite forthcoming, about the kind of car that he used to drive as chauffeur.

Then the other excerpt shows the encouragement of physical movement because you all know, as well as I know, that 90-odd per cent of the time is spent sitting in chairs in some of these old people's homes and geriatric hospitals and these two other excerpts show how, again, these expert American therapists are able to get them up off these chairs and to shuffle around the floor to music, using the kind of music that they were familiar with when they themselves were young people.

But then the last excerpt, the ball game, is getting them to catch knitted balls, you know, anything to get them interested. It starts off with

the introduction, the consultant geriatrician, Stewart Stephen, who works very closely with me in this kind of work. Then there is the old lady, then there is the interview with the psychologist. Then dancing and then it goes on to ball games. The last two sequences are showing excerpts from work which we are doing with the Gaelic Community in Scotland. Mary Sandeman, well-known Gaelic singer doing a couple of programmes for us for use at their summer schools at Sobhal Mor Ostaig, the Gaelic College, Skye. And an excerpt from one of the four programmes that we are doing together with Niel Galbraith's authority, the Western Isle's educational authority were doing four, and one a general introductory one, one on wild flowers, one on the sea shore, and one on animals. So, first of all Mary Sandeman and then I'll run it straight into deer, swimming across the Minch. Now the deer. Now we are doing a whole programme with Gaelic commentaries. And we are having quite some technical difficulties with this, in marrying up the picture and the sound, because we are not expert in Gaelic at Stirling and I think we need to find someone who is to keep us right with it. And the school pupils themselves were out in the boat that day when we were doing the filming, you can see the boat there and full of school pupils. And for many of them it was the first time that they had actually seen deer swim and some of them didn't know that they could actually swim.
Then we will go straight in to the slides which I borrowed from my two friends up in the Grampian region, showing facets of their two wonderful schools up there which we heard about this morning and I just put them on at the end of this to show how technically possible it is to include slides like that on video tape, it is really quite easy nowadays. And we are now really able to get

better pictures, using tiny things in 1979, better pictures than we were able to get in 1970 with a furniture van of full equipment. Nine years ago a thing like that was the size of a sea chest and it needed a man at each end to carry it, and it only gave pictures in black and white and broke down every five minutes. I am sorry having taken so long over this, but actually what I hadn't heard is that the voltage is 220, the equipment is used to 250 and it was all running ever so slightly slower, probably 10% slower.

These are superficial excerpts from the various programmes. But as I said at the beginning it has distinct implications for a wider public, particularly in sparsely populated areas.

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Robert Innes

Experimente mit hausinternem Fernsehen im Bereich der Erwachsenenbildung

Robert Innes, Direktor der Abteilung Erziehung an der Universität von Stirling, eröffnete sein Referat mit der Feststellung, daß sich an der Universität von Stirling eine Abteilung 'Fortdauernde Bildung' aus der Abteilung für Lehrerausbildung herausgelöst habe, vor allem mit dem Ziel, der Gemeinwesenarbeit mehr Gewicht geben zu können. Er erläuterte, daß schon in der alten Lehrerausbildungsabteilung (Department of Education) die Kontakte mit der Bevölkerung intensiv gepflegt worden seien. Durch die Gründung der neuen Abteilung würden diese Kontakte vor allem in drei Schwerpunkten weitergeführt:

1. Der erste Schwerpunkt ist die informelle Weiterbildungsarbeit:
   - Es werden extramurale Kurse in einer Reihe von Fächern angeboten, am Nachmittag, am Abend und an den Wochenenden.
   - Die Abteilung betreut die 'University Community Association', einen Verein mit dem Ziel, die Bürger Stirlings (und darüber hinaus) an der Universitätsarbeit zu beteiligen (im Augenblick etwa 500 Mitglieder). Die Mitglieder nehmen mehr oder weniger regelmäßig an Veranstaltungen der Universität teil. Alle Vorlesungen werden in Farbe aufgezeichnet und stehen später in den Medienräumen beliebig oft zu beliebiger Zeit zur Verfügung.
   - Jährlich findet ein internationaler Sommerkurs (Summer School) statt, der vor allem schottische traditionelle Musik zum Inhalt hat.

2. Der zweite Schwerpunkt besteht in formellen Aktivitäten:
   - Es werden Fortbildungskurse für Lehrer und andere Berufsgruppen (z.B. Krankenschwestern, Sozialarbeiter) durchgeführt in verschiedener Zeitorganisation. Für die Zeit der akademischen Ferien stehen die Stundentenunterkünfte zur Verfügung.
   - Für Erwachsene, die einen Universitätsabschluß erwerben wollen, sind Möglichkeiten der Teilnahme im Rahmen der normalen Studiengänge eröffnet worden. Die Erwachsenen besuchen die Veranstaltungen, die in ihre Zeitorganisation passen, die anderen arbeiten sie mit Filmkassetten nach. Der Referent wies darauf hin, daß es sich hier nicht um ein Fernstudium handele. Das Material sei die normale, allerdings mitgezeichnete Lehrveranstaltung. Die Vorteile liegen für Robert Innes darin, daß die 'Verfasser' unmittelbar angesprochen werden können. Dieses Verfahren habe sich vor allem bei Hausfrauen, aber auch bei Arbeitnehmern mit unregelmäßiger Arbeitszeit (z.B. Schichtarbeiter) bewährt.

3. Der dritte Schwerpunkt ist Forschungsarbeit in Hinblick auf die Nutzbarkeit des Fernsehens und der Videokassete in der Erwachsenenbildung. Hier würden viele Versuche unternommen, unterstützt vom schottischen Gesundheitsministerium und den örtlichen Gesundheitsbehörden. Vor allem sollen Möglichkeiten getestet werden, die Kassete in der Krankenbetreuung einzusetzen (mit Hilfe des normalen Fernsehapparats im Wohnzimmer des Kranken).

Bevor der Referent einige Filmausschnitte zeigte, erläuterte er kurz die Nutzung und die Vorteile des hausinternen Fernsehens für die pädagogische Arbeit z.B. in der Lehreraus- und fortbildung.Das erste Beispiel (Volkstanz aus dem Hochland) hatte die

Funktion, die Vorteile der sofortigen Rückkoppelung des eigenen Verhaltens zu verdeutlichen. Weitere Beispiele zeigten Auschnitte von Aufzeichnungen der Lehrveranstaltungen sowie Kassetenmaterial aus dem Bereich der Krankenschwesterausbildung. Zum Schluß hob der Referent noch einmal hervor, daß der motivationale und pädagogische Nutzen einer hausinternen Fernsehanlage in keinem Verhältnis zum finanziellen und technischen Aufwand stehe. Die Geräte seien heute so klein und handlich, daß sie leicht transportiert und relativ leicht bedient werden könnten.

Nigel Grant

Language and Linguistic Problems, Gaelic in Scotland

According to the good principle that first of all you tell people what you are going to tell them, then you tell them, then you tell them what you've told them, I'll put down some of the major points up here.

First of all I want to take a look at the particular problem of the absence in the Highlands of any particular higher level provisions for the further development of teachers. I want to relate that to the particular problems of the Scottish Highlands which traditionally in the educational system by its very success has been a syphon of talent away from the area and away from the culture, thus devaluing the culture at the same time. Then I want to take a particular look at the Gaelic-speaking area of Scotland - the Gaelic spelling for 'Gaelic' is almost as erratic and perverse as English spelling - because there one of the effects is cultural devaluation and the scheme I have in mind is among other things an attempt to help rectify this.

Finally, the problem to my mind contains the fragmentation of the higher education system in Scotland making coherent and intelligent planning difficult and often simply impossible, as yet. This scheme is an attempt to take one faltering step in the direction of some more coherence in the system.

Now the problem first is that in Scotland, the population is very unevenly spread. It is concentrated in the Central Lowland belt, which means of course that the peripheral areas tend to be at some distance from centres of higher education. If I could illustrate this with particular reference to

Gaelic: that is a fairly optimistic map of the present distribution of areas where Gaelic is mostly spoken. That is the Outer Isles, Skye, some of the Inner Isles and certain pockets on the West Coast mainland. But here, by contrast, is that where higher education is, it is almost entirely confined to the major cities, particularly Glasgow and Edinburgh, Dundee and Aberdeen, some in St. Andrews, some in Stirling, Falkirk, Ayr and Paisley, that's most of it.

Now although there exist in the Education Departments of certain universities well-developed programmes - not just for in-service training but for the further academic study of education for the degree of Master of Education or M.Ed., all available on a part-time basis - nonetheless this is only viable for students who are within a feasible travelling distance of either my own department in Glasgow or the opposite number in Edinburgh, Dundee or Aberdeen. Now this means, of course, that the peripheral areas generally - the Highlands, Orkney and Shetland, the Northern Isles have their own culture too, Galloway and the Borders - although they contain a small proportion of the population, have their own distinctive cultures and educational problems and they have no access to the further academic study of education, there is no chance for teachers there except with very big difficulty, like taking a year off with no salary. There is no opportunity for them to do much about furthering their own causes there.

To come to the next point: I am taking it as an axiom, without further discussion, that most of us here - or we wouldn't be here otherwise - are firmly convinced of the need for teachers to be in at least recurrent touch with educational thinking as well as educational technology, techniques and content rather than carry on for forty years on the basis of what we knew at 22.

Now that point about the educational system as a syphon: one of the ironies of many peripheral areas in many countries, not only in the British Isles, is that particularly in deprived areas - and remember that Scotland vis-à-vis the whole of the U.K. is a deprived area, and the Highlands vis-à-vis much of the Lowlands is also a deprived area, some of the worst deprivation in Scotland, in Europe, is found in Glasgow and also in the Isle of Lewis - one of the classic modes of development has been that the population or part of it uses the educational system not only as a means of educational improvement but as a way out of the problems, the poverty, the lack of jobs, the lack of opportunity and so forth.

This has meant, of course, that in Scotland for generations now we have seen a constant drift of population from the Highlands to the Lowlands, from the periphery to the centre, from Scotland to England, from Scotland to Canada, from Scotland to the USA; we export people, and because of the way the educational system works it tends to mean we export disproportionally a high proportion of the ablest, the most ambitious, the ones we can least afford to lose, because the educational system, in Scotland carefully geared to a system of formal qualifications, raises expectations difficult to reconcile with living in a remote area.

The assumption often is: if you work hard, you'll get your Highers, or a degree with the university, if a job, with one of the professions and only very rarely return to the area, because these areas, like most of the peripheral areas, do not have much in the way of the facilities or the opportunities. You have the odd job as the minister, the doctor, the lawyer, the teacher and so forth, but on the whole, success means getting out and by implication, of course, not getting out is often defined as failure, and often self-defined as failure.

My next point applies in particular to the minority culture in the Gaelic-speaking areas of Scotland and is a sorry tale which can be repeated again and again all over Europe, in Brittany, in Occitanie, in the Basque country both in Spain and France, Catalonia, in any minority area. We see two things happen: we see at some point in history a greater or less determination on the part of central authorities to teach out minority cultures. Even Matthew Arnold, who was wearing his hat as a schools inspector rather than as a poet at the time, who had written a book on Celtic poetry, also wrote that sooner or later the British Government must make all its dominions linguistically homogeneous, 'an event so very desirable', he called it, because Gaelic and Welsh and Scots and Nothern English are a nuisance, they are untidy. The same line was taken by every French government since the Revolution, Basque and Occitan, German in Alsace and Breton are untidy - and French, after all, is the language of reason and therefore must prevail.

So we have found in many countries, and in the Gaelic-speaking areas, the actual proscription of a language in the school system. It isn't all that long since children in these areas were beaten for speaking their own language, my father was; the language was beaten out of them in the schools. The schools taught in English only. Latterly, they began to make available Gaelic as a subject and I can recall a child in school where Gaelic was taught only by native speakers listening to the teacher teaching Gaelic-speaking pupils in English! "Now what would you call the genitive case for this?" - Talking about Gaelic to Gaels by a Gael in English. That is making it respectable by putting it in English and giving it all the structure of the classics or the traditional way of the handling of the language. This meant that not only did teachers beat the language out of children, the parents of the children themselves came to evaluate their own culture and their own language in these very same terms. They began to take on the value system of the dominant culture and themselves feel that this culture, this language wasn't worth knowing.

And this has had some quite dire effects: one of the most distinguished modern poets writing anywhere in Europe in this century writes in Gaelic and the majority of Gaels cannot read him because most of them are illiterate in their own language. We are often fearsomely literate in English but we talk in English throughout with Gaelic pushed to one side as a language of hearth and home, to the side, the language of ceilidhs and festivals but not a serious matter.

Now one of the reasons for the reinforcement of this self-deprecatory attitude towards their own culture is that the golden path of opportunity through the much-valued, much praised higher education system means getting out, and indeed, higher education has not used the language as a medium of instruction, it's not a living medium taken seriously in the school or university. And this is something I want to try, if possible, to do something about.

Finally in this category there is the problem of fragmentation in higher education. I don't want to go into detail here, but one of the oddities of higher education in Scotland is that when the Government in 1963 decided to put the universities under a particular government department, the statutory Scot wasn't there that day. The line taken was that the universities should go in with what was then called the Ministry of Education - this became the Department of Education and Science - which produced a very odd effect: it means that in Scotland, Further Education Colleges which deal mostly with vocational courses are run by the Regions; the non-university higher education institutions like Colleges of Education, Art Schools, Music Colleges and the like are run by the Secretary of State for Scotland centrally from Edinburgh through their own Government bodies; and the universities are run by the Ministry of Education in England. This, of course, means that the coherent policy on almost anything that straddles these various schemes, like, let us say, teacher recruitment, teacher training, the higher educational projections of numbers and the like - coherent planning is extremely difficult because there is no focus, there is no forum for a rational interchange.

I remember not very long ago standing in the committee room in Strathclyde University in Glasgow and if you looked out you could see Glasgow University in the distance, you could see a College of Education in the distance, you could see seven colleges; and they are run by three different authorities with very little interchange. The Americans and Canadians can operate a system of exchange of credits and qualifications, we for some reason can't yet.

I want to go on from here to short-term strategies; please remember that this is only intended to be an attempt to handle in a very small way indeed a small part of a very large problem, also an attempt to get something rolling which might be the beginnings of a more effective system. It so happens that the further degree for teachers in Glasgow, the M.Ed., is taught on a modular basis, that is, teachers in service can pick it up over two or three years by doing eight course units, eight credits, rather like the Open University in that sense, each being the equivalent approximately of 25-35 teaching hours per year. The thesis or dissertation is one or two of these credits depending on whether it's a major or a minor one. This means that if you have a degree that can be broken down into pieces like this it becomes possible to contemplate making at least some of it avaiblable at a distance from the institution itself.

What I'm trying to do here is answer the problem of distance for teachers in the Highlands but also try to make a contribution to the remoteness of the content of many courses in a small way at the same time by appointing, for instance, a lecturer totally qualified on the same standards as anybody else in my department, also a fluent Gaelic speaker. He would need to be something of a diplomat, a salesman, wheeler-dealer, linguist, curriculum developer, teacher and insomniac. He would take two courses, say bilingual education and rural education and develop these with particular reference to the area in which the teachers live. In one case at least, I should think, teaching should be done in Gaelic to develop the language itself as a medium for the serious academic study of educational theory at that level. For one thing it is bringing the language back into the mainstream of teaching and secondly it is a culture which values - rightly or wrongly - the prestige of its universities, it would be an enormous boost of self-confidence to the indigenous population in seeing the language normally despised actually cherished and used as a medium for further advanced study.

Now this leaves the problem about what you do about the teachers who don't want to stop there, they want to go on and take the whole degree. Degrees in Scotland do matter, they count, they are valued for that reason. So the other leg of the proposal is to feed in other courses from the department in Glasgow itself by the other members of the department travelling up to the Highland centres. The obvious bases would be Stornoway, the capital of the Western Isles Region and somewhere on Skye as the major centre for the inner area, somebody handling the local courses and the rest of us coming every so often from Glasgow and putting on concentrated versions of a sufficient range of our other courses to make it possible for teachers - over three years or so - to pick up credits in vocational courses, weekend courses and the like, add them up and finally qualify in this way.

Alongside this I envisage locally supervised research in the short term so that the research exercises, the dissertations and theses which are part of the course could also be addressed to local problems and supervised locally by somebody cognizant with the local problems and responsible for the courses themselves. I would imagine that this would not stop there because one of the problems about research and teaching - educational research and school teaching - is that very often, the two don't come together: in some cases the researcher is caught between the popularising - and being accused by other researchers of being insufficiently rigorous - or making it rigorous and finding themselves talking only to other educational researchers.

This could be an opportunity to involve people doing this kind of course with the problems of the schools in the area themselves and again, it seems likely that some of the teachers would take their own problems more seriously as things to be examined rather than be avoided if they saw them being taken seriously by educational researchers involved with universities, such is the prestige of universities in Scotland. This could be the beginning of a much more effective intermesh between educational research, academic educational teaching and the chalk face, the grass roots, the actual teaching in the schools.

At the same time, of course, one must not decide too far in advance what one must do and put blocks on further possible developments. It may well be that particular demands for specialist diplomas, specialist courses, ad hoc courses might be found, and this would be another function of this particular Centre.

It would involve, I would hope, bringing the resources of the community itself into the educational research and educational teaching because again, the people like me, academic educationists, are often accused - often with some justice - of being rather remote from the actual problems of the classroom itself.

Now some of this I will accept; I don't accept that experience and practice is the only way by itself of solving problems, I would take the line: theory without practice is empty, but practice without theory is blind.

Finally, it's accidental that at the same time as trying to get this off the ground, my own department has also been developing teaching exchange visits with Copenhagen, Oslo and eventually, I hope, with other universities, thus enriching the expertise available in all the departments concerned.

It is not at all inconceivable that not only could the Glasgow teachers make a contribution in the Highlands, so could a Dane, Norwegian or what have you, thus at the same time bringing home to the people in the area that far from it being true that a concern of their own culture is parochial, inward-looking and backward-looking, in fact it is part of a vast international complex of shared problems which can inform each other. I see the development of local cultures, however small they be, as part of the same process, as the internationalisation of educational content and educational concern.

In the long term this is a very small step, it involves in the first instance one person with some help doing a bit of work to bring one course from one university into one particular area of the Scottish Highlands. It's a very small step, but in the long term I would hope to see a number of further developments: first of all, without trying to pre-empt what might happen from this, I see no reason why such developments should be confined to teachers' post-graduate degrees, or degrees at all, or post-graduate work at all; I see no reason at all why this should not be extended to ordinary university courses, ad hoc courses, refresher courses, further professional development courses, anything from doctors to engineers to people who want to do courses on folklore. All it needs is a structure. This experiment could provide advance courses at a distance, could be tried out and then extended, if the political will were there, to a whole range of further, higher and advanced education.

In fact, the political will may well be there, even in these hard times, or particularly in these hard times. Some of us have been arguing for years in our universities that we should be more concerned with a wider public, with the community at large, be it national or local, we should be thinking about different clientele from the familiar 18-year-olds coming in full-time straight from school; we should be thinking about those who didn't make it from school and why not; mature students, students who are working on to carry on working, the part-timers; the special recruitment; we should be thinking about broadening and widening access to what we have to offer to the community; and on the whole, we were getting nowhere very fast until the birth-rate began to fall and universities began to see their customers drying up. Already they are competing, they are advertising, already it is more difficult now to launch a new undergraduate course because other departments see you pinching their customers. Their staffing depends on student numbers, and in the long run, of course, their empires could crumble. That is why universities which used to be the most determined not to depart from traditional kinds of admission and traditional kinds of courses are now saying: there is something in this idea of distance teaching or special recruitment or the mature student entry because they see this is a way of boosting the student numbers. I don't care particularly if the right thing is done for the wrong reason, as long as it's done. This, to me, seems to be an opportunity to develop universities' relevance over a much wider area than hitherto.

I can see this developing into a system of local branch colleges; I don't see that it helps much to do what the Scottish National Party were suggesting and open a Highland University because Inverness is in some ways as remote from the Western Isles as Glasgow is. Inverness, although geographically nearer, is too far away from Stornoway to contemplate going in for evening classes and once you introduce a residential element you are stuck with the same problems. Besides, at the moment it is doubtful if the Highland Region and the Western Isles, Orkney and Shetland have a big enough hinterland to provide a viable number of students to keep going the whole range of university courses. But, if we could have a system of transferable credits - something like the Open University or the North American model, but with safeguards to avoid abuses - then you could let the Regional centres in

Inverness, Skye, Stornoway, Orkney, Shetland, the Borders, Galloway develop such courses. This would not preclude those taking these courses from topping up to the full degree level if they so wish. If you have in Scotland a range of courses transferable from institution to institution, then you could take a degree if you wanted to, partly in Skye, shall we say, and finish off in Glasgow or by correspondence. It would make the whole thing more flexible without having to go in for the capital investment of a large-scale expansion of the institutions themselves. Small branch colleges could cover a great deal of this, thus making it possible to make higher education more accessible and its development more flexible, more answerable and more sensitive to the needs of the area.

If we were to get some kind of institutional structure for joint planning at least between universities and colleges - a higher education council - making it possible to keep in step to some extent at least and move towards a less fragmented system in Scotland than it is just now, we'd have got the barriers broken down. It becomes then possible to move towards something we cannot define exactly at the moment but towards a system of multiple continuing education. Once you no longer have tied down advanced education to one particular kind of course and one particular kind of institution, once you no longer require people to go to one place and stay there, then you can open it up and have all sorts of courses developed which could in the long run, all over the country - in the ghettos of Glasgow and in the Isle of Lewis alike - you could have a system whereby the access to education could become a reality at last.

So, where are the problems? I was tempted to put down: 1,2,3,4,5 - money, money, money, money, money. Obviously at the moment there isn't enough money around for reasons that have nothing to do with any authority in Scotland or anywhere else. It is not the fault of the Scottish Education Department, and I cannot blame the present Government for it - much as I would like to - it isn't their fault that the Arabs have discovered that oil is a weapon, it isn't their fault that the Ayatolla Chomeini uses oil supply as a way of paying off the Americans for supporting the Shah. However, we also have a Government which has regarded the cutting back of supply of money to the public sector as a sign of political virility. (I've never understood why cutting anything is a sign of virility of any kind, but this seems to be the general idea.) So money supply is a problem. So is the flow of money, and distribution. Obviously the biggest problem is that there isn't enough of it around but also there are problems of money being in the wrong places; money not being used in one fund cannot be transferred to another one. So you will find that in education in Scotland there are plenty of institutions at all levels on the one hand saying: you can't have this, you can't have that, because there is no cash for it, but, under this budget, if you don't spend this much this year you'll get no more next year. And this to my mind is not a sensible plan.

This scheme of mine, in the first stage, would cost one hundred thousand pounds over five years - a drop in the bucket. But there are structural problems - not, I think, now major ones in this particular course - but its further development does strike up against problems of different types of course that might be difficult to merge. For example, in Edinburgh they have also have gone over to a modular M.S., but the modules aren't quite the same weight - to interchange there isn't as easy as you might think because institutions do things on their own. The only example I know in Scotland - apart from an overbranching body like the Council for National Academic Awards - of joint teaching and joint convocations is in every case an ad hoc one. For example, the B.Ed. we do for teachers doesn't exist as one type, it's a Glasgow/Jordanhill B.Ed., an Edinburgh/Moray House B.Ed., every time we plan something together, it's always different, you can't transfer, so there are problems there.

Political problems are at a different level. There is the problem that there is as yet no Scottish legislature - there almost was, but uniquely, as you probably know, Parliament took the view that for the first and last time in British history to win wasn't enough, you had to win by a certain amount and that we were still waiting for some control over our Civil Service.

At a level further down there is also the problem that sooner or later you are liable to run up against the internal politics of institutions. I've discovered, for example, that two bodies which shall be nameless, in the Scottish Lowlands, not a million miles from Glasgow, not unconcerned with local government, are so organised at the moment that to be well in with one virtually precludes being well in with the other one: if you speak to A you can't speak to B and vice versa. This happens in institutions in local government all over the place. It's a mine-field to tread and trodden it must be, but it's there and it would be a mistake to overlook it.

Psychological problems: two things. There is still the problem of the self-image of the Highlander, of the Gael and of the Lowland Scot who still tend to see success in terms of getting out of the area into the metropolis. This has sometimes vitiated attempts to broaden higher education's appeal. Two good examples: many people, parents and teachers still would not regard the B.Ed. degree as a real degree - it's taught partly or wholly in the colleges and doesn't quite rate ; the second example is the Open University which has done sterling work in the U.K., and which was in danger on opening of also being despised as not a "real" university. They were very clever: what they did - knowing this problem - was to hire for a pittance, I would say, enough academics from existing universities to write their courses, to advise them, to establish course patterns so that a sufficient number of academics had their reputations tied up with the university's own success. The psychological perceptions, although often they are silly, still do make a difference to success or failure; a development on the short term or the long term will have no chance of success unless it carries conviction. Finally there are organisational problems on the ground, the times of ferries between Scotland and Skye, for instance, the fact that snow will occasionally block the road, the fact that there often aren't roads, the fact that the lecturer might be here and the secretary there or vice versa, the fact the holiday times might be inconvenient, there are problems of that kind. But these, I take it, are definitely soluble: problems are soluble if the will is there. So in the short term this, I think, is totally viable if the money is there. In the long term there are problems in applying such a concept further afield, to minority areas over Europe. There are vast problems, we've always got to watch what is being done by television, radio, the railways, the job, economic planning, regional policies and so forth, and in some respects, in the short term, with governments retrenching, perhaps the outlook isn't totally optimistic. But even if that is true - and I'm not quite sure about this - even if things look difficult, I would fall back on the dictum of a man who spent 20 years in jail under Mussolini and was asked by a visitor if he was an optimist or a pessimist, and he said: even at the worst times, pessimism of the intellect, optimism of the will. - If the will is there, I am convinced we can do it and do something to not preserve but develop minority cultures, linguistic and social, without which Europe would often be a very dull place indeed.

Nigel Grant

Sprache und linguistische Probleme - die Bedeutung des Gälischen für die Bildung in Schottland

Nigel Grant, Professor in der Abteilung Erziehung der Universität Glasgow, erläuterte an der Stellung der gälischen Sprache in der schottischen Schule und Hochschule einige zentrale Probleme des schottischen Bildungssystems. Er stellte zunächst dar, daß in Schottland keine Möglichkeiten für eine effektive Lehrerfortbildung bestünden, vor allem nicht in den dünnbesiedelten Teilen Schottlands. Es gibt Möglichkeiten auch für Teilzeitstudenten an den Universitäten, einen akademischen Grad zu erwerben. Diese Kurse können aber von den Lehrern in den entfernter liegenden Gegenden nicht wahrgenommen werden, außerdem entsprechen sie nicht unbedingt den Fort- und Weiterbildungsbedürfnissen der Lehrer.

Der Referent führte dann weiter aus, daß diese Situation auch im Zusammenhang gesehen werden müßte mit der Abwanderungswelle gerade der Begabtesten. Die Flucht aus den ländlichen Regionen in die Städte, nach England und nach Übersee werde als Voraussetzung für beruflichen Erfolg, das Bleiben in der Region als Eingeständnis des Versagens angesehen. Dieser Prozeß und diese Einstellung seien seit Generationen zu beobachten.

Einer der Gründe für diese Situation ist nach Ansicht des Referenten die Unterdrückung der gälischen Sprache und der mit ihr verbundenen Kultur durch die Engländer. So sei in Schottland der Gebrauch des Gälischen verboten worden; dieses Verbot, oft mit körperlicher Züchtigung durchgesetzt, habe die Einwohner dazu gebracht, daß sie ihre Muttersprache als minderwertige Sprache ansahen . Heute seien die meisten Gälen

Analphabeten in ihrer eigenen Sprache. Diese Entwicklung sei dadurch verstärkt worden, daß Gälisch an den Hochschulen , wenn überhaupt, nur als Fremdsprache in Englisch gelehrt worden sei.

Eine Möglichkeit, hier eine neue Entwicklung einzuleiten, sieht der Referent in der Entwicklung von regionalen Lehrerfortbildungszentren. Die Ansiedlung von gälischer Kultur und Sprache in den Regionen könne den Wert der gälischen Kultur wieder in das Bewußtsein der Bevölkerung rücken.

Ein Hindernis für die Realisierung dieses Vorhabens sieht Nigel Grant in der Zersplitterung der Bildungsadministration, durch die übergreifende Projekte nur sehr schwer zu realisieren seien. (Zuständigkeit von Kommunen, Bezirksregierung und Regierung in London)

Im folgenden Teil seines Referates ging Nigel Grant auf Strategien ein, mit deren Hilfe die Situation in Schottland verbessert werden könne. Als kurzfristige Maßnahme erläuterte er die Dezentralisierung von universitären Studiengängen. An der Universität Glasgow kann der Magisterabschluß (Master of Education) durch ein Teilzeitstudium in zwei bis drei Jahren erworben werden. Es soll jetzt versucht werden, durch dezentrale Durchführung von Teilen des Studienganges und des Einsatzes von Gälisch sprechenden Dozenten die Anreiseprobleme zu lösen, die gälische Sprache als Hochschulsprache aufzuwerten und mehr Lehrer für dieses weiterführende Studium zu gewinnen. Die mit diesen Studien verbundenen Forschungsarbeiten sollen sich auf die örtlichen Gegebenheiten des Studienortes konzentrieren. Hieraus könnte sich, so der Referent, eine gute Zusammenarbeit von Bildungsforschung, Hochschulpädagogik und Schule ergeben. Der Referent hält es für möglich, mittelfristig diese Kurse für die Lehrerweiterbildung auch auf andere Adressatengruppen und Studiengänge auszuweiten.

Im Zuge der zurückgehenden Studentenzahlen würden seiner Ansicht nach auch traditionelle Hochschulen einer Öffnung für die Erwachsenenbildung zustimmen. Dies könne in Schottland aber nur erfolgreich sein, wenn die Studiengänge für die Erwachsenen dezentral (regionale Zentren) und in der Form des Bausteinsystems organisiert seien, weil die weiten Entfernungen und die dünne Besiedelung eine zentrale Organisation am Hochschulort nicht zuließen. Nur durch ein derartiges System könne der Zugang zur Hochschulbildung allgemein zugänglich gemacht werden.

Im letzten Teil seines Referates ging Nigel Grant auf die Schwierigkeiten bei der Realisierung der Pläne ein:

- Als größtes Problem dürfte sich der Geldmangel herausstellen. Die ersten fünf Jahre würden zwar nur etwa 100,000 £ kosten, aber die Schaffung neuer Titel im Haushalt wird auf Widerstand stoßen.
- Die Verschiedenheit der Studiengänge und der Abschlüsse stellt ein strukturelles Problem dar. Formal gleiche Abschlüsse an verschiedenen Hochschulen sind inhaltlich nicht vergleichbar.
- Als Hindernis dürfte sich die fehlende gesetzgeberische Zentralgewalt in Schottland herausstellen. Die politischen Schwierigkeiten könnten durch interne Machtkämpfe auf lokaler Ebene noch vergrößert werden.
- Psychologische Probleme können in zweifacher Form auftreten: Die Adressaten werden auch weiterhin versuchen, ihre Ziele außerhalb Schottlands zu finden. Es wird auch weiterhin schwer sein, die Kurse in den regionalen Zentren als gleichwertig mit denen der etablierten 'normalen' Universitäten in das Bewußtsein der Adressaten zu bekommen.
- Auch hier können Organisationsprobleme z.B. durch strenge Winter nicht ausgeschlossen werden.

Der Referent schloß mit der Feststellung, daß die Voraussetzung für jede Lösung der Wille sei, anzufangen.

Franz-Josef Webbeler
Adult Education Legislation

Before I inform you about legislation on adult education in this country I just want to say a few words of what I do and where I work. I work for the District Government in Münster, you probably know that North Rhine-Westphalia is divided into five district governments of which one is in Cologne, another here in Düsseldorf, one in Münster, one in Arnsberg, and one in Detmold, and they do administrative work the legislation in Düsseldorf imposes on them. I am responsible for the Arts, the Cultural Affairs, and Adult Education. The first part is financing and advising theatres, orchestras, museums, music schools, libraries, and the second part is adult education, and we have, or I have to finance and advise about 60 different institutes of adult education of which 27 are run by local authorities, and more than 30 by independent organisations. Some steps back into history: according to the 1953 Further Education Act every recognised institution, such as evening institutes, Colleges of Further Education, short- and long-term residental colleges and so on got twenty five per cent of their net expenditure as a grant from the state. The rest was to be paid by the local authorities, voluntary bodies or the other organisations operating these institutes. Local authorities, the equivalent of the English County authorities, and voluntary bodies provided facilities voluntarily for further education. They did not have the statutory duty to secure the provision of the above mentioned facilities. All adult education was done on a voluntary basis, either by local or independent bodies, such as churches, trade unions and so on. The majorities of the classes were in practical or creative activities rather than academic subjects. Administrators and lecturers were recruited mainly from teachers and members of educational organisations in a wide sense who did the work beside their main jobs. The institutions were more or less completely free in their subjects of teaching and intentions. It was up to the initiatives of local authorities, interested members of the communities and free independent organisations to offer classes for adult education. I told you this because now the new Further Education Act which was put to the vote on 31. July 1974 came into power 1. January 1975 and there you will see the difference. On 1. January 1975 the Further Education Act became law. It includes quite strong participation of the Land North Rhine-Westphalia, concerning the organisation of institutions of adult and further education. Contributing a fairly large amount of money to the costs of the institutions of further education the Land influences their various activities, puts a statutory duty on her local authorities to provide adequate facilities for adult education and gives a list of regulations for local and voluntary bodies, which intend to provide for further or adult education. Before I give you a mere description of the new law, I want to explain its intentions, go with you through the main and most important paragraphs of this act.

Paragraphs 1 and 2 give the right of further education to everyone, further education enjoys equality with the other forms of education. The first field of education is primary school education, the second field secondary education, the third covers universities and vocational training, and the fourth is continuing education. The consequence for the Land therefore is to provide facilities for further education throughout her region wherever there is demand for it. Further education must, and this is underlined, the must, must be organised by the local or regional authorities to meet the needs of the population living there. Other voluntary bodies, such as churches, trade unions, political parties and so on, are also entitled to offer further education. In paragraph 3 the act gives seven different fields in which further education lies embedded. There is 1. the field of non-vocational examination-centered education. I give a nearly literal translation, so it's sometimes not fluent and normally used English. 2. the field of vocational education. 3. the field of scientific education. 4. the field of political education. 5. the field of spare time orientated, creative activities promoting education, - which is rather nice to read and to hear, but as far as this is creative, I think it is a good expression. 6. the field of parents' and families' education, and 7. the field of person-centered education, whatever that is. The institutions of further education are free in their syllabus and their way of instruction as far as the present constitution allows it, which is explicitly mentioned in the law. Now to paragraph 5: all the general schools, universities, vocational and other schools are asked to cooperate and work together with existing institutions of further and adult education. Paragraph 6, which is, I think, an important paragraph, says the institutes may offer independent courses which end with an examination. It's the field of the second chance, school leavers who did not get their certificates can get them in courses run by adult institutes. These exams are considered equal to other equivalent school exams. In my area, in the district of Minster, more than twenty adult institutes provide classes for getting school leaving certificates or the equivalent of the British O-levels.

Now to the duties of the Land North Rhine-Westphalia: This chapter gives details of the duties the Land has to fulfill in connection with her intentions towards the new law. There has come into existence a state institute of further education, of which Ferdinand is a member, which has the task to help institutes with their work on further education in the following fields: a) preparation of master syllabuses for the different institutions of further education, b) scientific accompanying of pilot projects, c) advanced and in-service training of lecturers, d) providing media of education. The institute began its work a year ago. The Land has set up guidelines for the development planning of further education which will be seen to relate to the already existing school development plan, the extension of other cultural and educational institutions. Every five years the institutions of further education have to make a development plan which shows the planning of staff, premises and provision. All the development plans are put together in local development plans of further education for which the local authorities are responsible.

Now the third chapter which will tell you something about municipal institutes of further education. Communities with 40000[1] inhabitants and more are obligated to have a local institution of further education. Those with less than 40000 inhabitants must amalgamate with other institutions to reach the 40000 limit. This is to say, if there is a town which only has 20000 or 25000 inhabitants they must find a way to come together with a different town of the same size or bigger size to form one municipal institute of adult education. This is done so as to have a network of adult institutes, municipal adult institutes all over the

Land of North Rhine-Westphalia. The limit is 40000 now, but as Ferdinand said on Wednesday, they are thinking of putting it down to 25000 inhabitants, so that more adult education work can be done even in smaller places. This limit at that time was seen as essential to produce big enough institutes to meet the need of the population in further education. Smaller institutes are not considered able to cover all the above mentioned figures. Therefore it is consequent that the law asks the local authorities to provide at least 7200 lessons per year for a population of 40 to 80000. For each 40000 inhabitants 2400 lessons more must be provided if the towns are bigger.2) The lesson lasts forty-five minutes and 10 participants are the minimum capacity. Under that limit the Land does not give any grant for the lessons. Regarding the grants the Land gives at the moment, the 45 minute lesson is subsidised with 25 DM for teaching plus an extra 50%, 12.50 DM for administrative expenditure. And if you work it out in your national currency it sounds quite a lot and it is quite a lot of money. To give you an example, if there is a town with 40000 up to 80000 people, they must provide 7200 lessons and if you multiply this by 25 and give an extra 50% to it, altogether you come to a grant which is given by the state, which amounts to 270000 DM3).If there is a community with, let us say, 180000 people living in it you get double the money, that is 540000, more than half a million DM4). If the municipal institutes do more work, give more lessons, they do not get paid for the extra lessons that surpass the minimum of 7200. 5) So they pay for it themselves. Besides the grant for each lesson up to the limits, institutes get further grants for their teaching staff. Only if they work exclusively for the institute the Land gives 50000 DM per head. Again this grant is restricted to a 2400 lessons limit within the limit set by the population. So, for an institute in an area with 40 to 80000 people 7200 periods must be provided, divided by 2400, that means that three full-time professional staff will get paid by the Land. And so another 150000 DM will be added to the 270000 given for the lessons. And I think that is quite an amount of money that is given to municipal institutes. If there are more full-time staff members the authorities, again, will have to pay for them.[6)] Accommodation and equipment will be provided by the respective local authorities as well as the administrative body. The Land also contributes towards the costs for building for the purposes of further and adult education. They are taken from the funds of the annual school building programme, the Minister of the Interior at the moment is still quite restrictive in giving grants towards houses of adult education. He argues that in some years a lot of schools will be empty and they can be taken over by adult institutes, but the political parties are pressing the Minister of the Interior to give grants to build houses, own houses of further education, because if there is a house, more people will come and not all the schools are equipped well enough to meet the needs of adult education. In general, however, the local institutions of further education will have to take advantage of the existing schools, libraries and other cultural institutions within the community. Local and voluntary institutions are asked for cooperation in the field of adult education. Now to the other recognised voluntary institutes: besides the local institutions of adult education the voluntary institutes have an equal status as far as teaching aims are concerned. One great difference lies in the voluntary provision which is mainly the reason for the different financial help. While municipal institutions of further education have to provide at least 7200 lessons per year, which in the beginning was quite difficult to reach for a lot of smaller institutes, but now is reached by, I think, nearly all of them, some even give 100% more than they are asked to, the voluntary bodies have to provide a mere 600 lessons per year to be publicly recognised by the Land as an institute of further education. Long- and short-term institutes of further education which are mainly organised by religious authorities or political parties having residential colleges have to provide 1500, as we call it, participant's days. That means a participant's day is at least six lessons attended by one person during a day combined with full board and accomodation. As for the grants these recognised institutes get 60% of the amounts the municipal institutions get. So they will get 15 DM for the lesson plus 7.50 DM, 50%, for administrative expenditure. They get another 30000 for each teaching staff member whenever 2400 lessons or 1500 days are provided. And there is no limit of provision, so if there is an institute which is able to attract a lot of people they can provide as many lessons as they like and they get each lesson they give paid, when there is a minimum of ten people attending the courses.[7)] The participant's day is subsidised with 33 DM a day. So, if you go to a residential college and do a programme which lasts for six periods a day the Land will give the institute 33 DM. To get the grants the independent institutes send a programme with their activities and a form which states the amount of lessons provided to the district governments which will then see whether everything is correct and the Ministry of Education has to recognize the institute. Then the grant will be fixed at my office and paid quarterly. Today the costs of this new Further Education Act sum up to a total of nearly 200 million DM compared, as Ferdinand said at the beginning, with not more than 40 million DM four years ago. So it really exploded up to now and they are thinking of altering the act to help the local authorities because they feel that more money is given to voluntary bodies than to municipal authorities, as there is this limit of population and that is why they are thinking of altering it and even giving the same amount of money for the lessons given above the limit as the voluntary bodies get.8)

Well, what you have heard so far is, as you can imagine, only a short summary of the most important points of the new law. There are some unsolved problems for us, for the institutes and even for the Minister of Education and his staff, as far as this law is concerned. It is not the answer but it is an answer to a lot of problems. As it is still in being there is a chance to find the answers and improve the law. On the whole, I must say, and you will certainly agree, that this new law puts North Rhine-Westphalia ahead of all the states in the Federal Republic. I hope that the financial situation will leave this law untouched.

Annotations

1. The Further Education Act was changed on January 1st, 1980. Where the statements given in the lecture are not valid any longer, a note will tell you.
   So the number of 25,000 inhabitants has been introduced now. In the following text exchange the number 40,000 for 25,000, please.

2. Today the numbers are:

25,000 - 60,000	7,200 lessons
60,000 - 100,000	9,600 lessons
100,000 - 140,000	12,000 lessons
140,000 - 180,000	14,400 lessons

   This means a mentionable quantitative improvement of the yearly provision.

3. If there are more than 60,000 inhabitants the Volkshochschule has to provide 9,600 lessons, that means 360,000 DM only for the lessons.

4. If there are more than 180,000 they get 630,000 DM.

5. According to the altered paragraph they get 60 % of the above mentioned sums for the lessons that surpass the minimum provision.

6. For every 2,400 lessons that are delivered outside the minimum provision the institute gets 60 % of 50,000 DM, which means 30,000 DM.

So a Volkshochschule in a community with 130,000 inhabitants which provides 20,000 lessons in a year and has 7 full time educationists will get:

12,000 x 37,50 DM = 450,000 DM
5 x 50,000 DM = 250,000 DM
8,000 x 22,50 DM = 180,000 DM
2 x 30,000 DM = 60,000 DM

940,000 DM

7. There is a limit of the quantitative expansion in the altered law which means that subsidies will only be given up to an expansion of 15 % a year.
This regulation binds the Volkshochschulen, too.

8. As Note 6 shows this is the case now.

Barbara Hix-Schneider

Oerlinghausen: Adult Education in a Sparsely Populated Area

It's not a big city with its 15000 inhabitants but it's a beautiful old little town just made for good neighbourly living.

We hope that the programme we have arranged will find your pleasure and that you will have an enjoyable time here. As I am not sure if you already got to know the whole programme, I'll tell you about the main parts. After the information and discussion about our school for adult education we'll visit the recently reopened archeological open-air-museum and after that the old synagogue which is now used for art exhibitions and other cultural activities. In the evening we'll meet the most important persons and politicians who are responsible for adult education and culture in this region. I hope you won't be bored and will get an interesting glimpse into cultural life in a somewhat provincial and rural town.

Before I continue telling you something about the 'Volkshochschule' I'd like to introduce myself and to ask you to forgive my miserable English. My name is Barbara Hix and I am working as the director of the 'Volkshochschule Lippe-West', which came into being about 3 years ago by a communal union (alliance) of 4 towns. They were Augustdorf with 6000 inhabitants, Lage with 35000, Leopoldshöhe with 13000 and Oerlinghausen with 15000 people. At least twice a year there is a meeting of the two or three politicians delegated by each town. The main problems as, for example, personnel affairs, the economical situation, the handling of the budget and so on are discussed and the new results and progress in adult education here are told just

for the information of the different town councillors. Besides that it is often necessary and important for better understanding and support that we ourselves also inform the different communal committees for culture about the successful work of our institution.
On account of this good cooperation between the 4 town councils and the 'Volkshochschule' we have nearly no big problems about finances. Most of the money we need for the educational work comes from the government of NRW; at the moment they support the guaranteed minimum of 7200 lessons a year - in a region of our size - and they finance the educational as well as the administrational staff. But as we organise more lectures than officially fixed by law we need more money for our work. Just this amount is to be paid by the 4 town councils according to the number of inhabitants and the number of lessons held in each different town. Of course the visitors of Volkshochschule lectures also pay a small fee, but only 1 DM for one lesson of 45 minutes or even less depending on their social status. You see, the more actively and successfully the educational work is developing, the more financial support must be expected from the towns themselves.
Since the beginning of this very young 'Volkshochschule' 3 years ago we've already doubled our volume of lessons and cultural activities. But we still hold the different lectures in different schools, restaurants, communal places and so on all over the place and we now expect to get a house of our own for the main central activities some time next year. That will be our chance here for establishing a living cultural centre where people can meet all times of the day.
At the moment our staff is represented by 3 educationists apart from me and 8 administrative

employees most of them working part-time. The central office is in Oerlinghausen, but additionally there is a small office in every other town. Each office is occupied all the time by an administrative employee and at least once a week by an additional educationist. Each of the educationists is responsible for taking care of the special communal problems of one town and for supervising 2 or 3 specified sections of the whole lecture programme.

Nearly all our teaching work is done by persons who hold these lessons beside their different main jobs. Altogether we are dependent on about 300 collaborators, who are teachers, housewifes, representatives of all possible jobs and so on. Twice a year we publish a new programme, the one you just got is the latest. If you compared it with the first booklet you could recognise the change, the differences and the development of each special field. In the past we didn't offer any courses for professional education, and we organised fewer lessons for special groups as seniors, youngsters, women and so on. If you turn over the pages of the programme you'll see there are lectures offered for all ages: for children as well as for seniors - that is practical lifelong learning; for all groups: as far as, for example, foreigners, disabled persons, parents are concerned; for all levels of preparatory training; everyone can find something that interests him.

As we organise this educational programme for 4 differently structured towns it is rather difficult to meet all the different requirements. I'll explain it in some detail: in Augustdorf - the smallest town - mainly located on the two sides of one street - live a lot of soldiers with a small salary, live twice as many people under 20 years as in the other towns and the only cultural activities take place in numerous unions or clubs and in different churches. That means for us that there we can only organise activities addressed to nearly everyone, lectures not demanding a very high level, and adding something to diversion, hobby and so on: for example creative courses, practical training, gymnastics and medical lectures are in great demand.

In Leopoldshöhe - with 13000 inhabitants, but divided into 2 parts by a hill - there is another problem. The northern part is more intellectually orientated and demands lectures in languages, science, politics and so on, but nevertheless on a popular level. The southern region that originally wanted to be part of the city of Oerlinghausen is just as interested in creative and practical training courses as in pretentious seminars and lectures about psychology, literature and so on. But those who are interested in the latter-mentioned subjects have mostly a car of their own and visit lessons in Oerlinghausen. There the population belongs overwhelmingly to the middle class, most of them work in Bielefeld nearby. That's why it is here possible to organise nearly all types and variations of lectures. Nevertheless there is a big number of simple-educated people who have lived here for generations. But to arrange a special interesting educational programme for them is very difficult and was until now not always successfully accepted.

A totally different town is Lage with its 35000 inhabitants and with some industry. Here we have partly a rural population and partly industrial workers, many foreign workers and their families, and many people coming back from Russia and Poland. Our educational programme is here very different: many courses for professional education are offered. Of course there are already many people living for example in Lage but who visit a Volkshochschule lecture in Oerlinghausen: the mobility of the people gets better and better. But nevertheless the bad public transport situation is one of our biggest problems.

It's a pity that there are no exact statistics about the educational level of the population here, but we can say that most of our visitors have no high school or university degree, that most of them are women and that all ages are represented.

Besides the above-mentioned Volkshochschule programme we also publish additional extracts of all the activities either for one of the towns or for a special group, or a summary of all excursions. Furthermore we distribute various notes informing about especially attractive and rare arrangements, we have posters and stickers, we address people by personally written letters and by press reports. But doubtless the best way of making propaganda is the personal talk of one's good experiences.

For the Volkshochschule as an official institution it is rather difficult to get in contact with all those people who dare not come, who have a horror of school, who are afraid of education and who are not used to learning. By now it stands to reason that the Volkshochschule strives hard for using many different ways of learning. There are round table discussions, lectures, working communities, seminars for one and more days, open work-shops, excursions and so on. Groups shouldn't have more than 15 participants, some lessons shouldn't take place in class-rooms, but in restaurants or clubs, and 'teachers' shouldn't be more than 'animateurs', working in a team - if possible. There is really no difference between a Volkshochschule in a big city and one in a rural region, if the staff all over would try to address not only middle-class people - which is of course easier - but would also strive to address the sceptical and waiting population.

The motivation of all visitors is just the same: communication stands first, the membership of a learning group takes the second place and the interest in learning itself is less important. In a region like this here more efforts than usual are necessary to keep the visitors together, but if you once were successful there won't be a big drop-out.

That means in a rural Volkshochschule it is much more important to have the best 'animateurs' who are highly engaged in adult education, don't avoid any trouble to get in contact with everyone and who like getting involved with people's affairs.

It is not true that Volkshochschule only means learning for certificates or tests. Here in our region the process of social learning and of learning by doing has precedence. What we do is more the job of a social worker than of a teacher. It is more important that Volkshochschule visitors get self-confidence, than that they get a note telling about their achievements. We think it also one of our tasks to welcome newcomers in our towns to give them all information and to make it easier for them to find their feet here.

One of our activities where we realize both of the main and central parts of our job here is our annual Volkshochschule party. Primarily it's a meeting of team-teaching 'animateurs' and visitors of the Volkshochschule, where they can deepen the new contacts and where they get to know another way of social learning. On the other hand this party gives several cultural groups the chance for self-representing. These are partly-known unions of the 4 different towns and partly unknown or new groups who get the chance of showing their talent and enriching the cultural scene. This is the more cultural aspect of our work in a region where the public cultural life is at its beginning and where new efforts must be awakened and supported. To be successful in these tasks it is necessary in a rural region to cooperate with as many partners as possible, to make sure that Volkshöchschule becomes the 'salt in the soup', that necessarily enriches the educational system by its social touch of learning and the cultural scene by showing new ways for communication and lifelong learning.

Barbara Hix-Schneider
Oerlinghausen - Erwachsenenbildung in einem ländlichen Gebiet

Nach kurzer Darstellung des Besuchsprogramms stellte Frau Hix, die Direktorin der Volkshochschule Lippe-West, ihre Institution vor, die drei Jahre vorher als Zweckverband von vier Gemeinden mit 6.000, 35.000, 13.000 und 15.000 Einwohnern gegründet wurde. Mindestens einmal im Jahr findet ein Treffen der von den vier Gemeinden in den Zweckverband delegierten Vertreter statt, in der alle grundsätzlichen Fragen der Volkshochschule entschieden werden.
Die Volkshochschule hat kein eigenes Haus; trotz der Verdoppelung der Angebote in den letzten drei Jahren werden die Veranstaltungen, auch die zentralen, immer noch in Schulen, Vereinsräumen und Wirtschaften durchgeführt. Es bestehen allerdings Hoffnungen, in Kürze ein eigenes Haus zu erhalten.
Neben der Zentralverwaltung der Volkshochschule in Oerlinghausen bestehen in den Mitgliedsgemeinden eigene Büros für die Anmeldung usw. Die pädagogischen Mitarbeiter sind verantwortlich für jeweils eine Gemeinde und zwei bis drei Fachbereiche. Hierdurch können die besonderen Belange in den einzelnen Gemeinden, die aufgrund der sehr unterschiedlichen Bevölkerungsstruktur sehr ausgeprägt sind, einerseits berücksichtigt werden, andererseits aber auch in den pädagogischen Gesamtzusammenhang des Angebots gestellt werden.
Die Referentin führte dann aus, daß die Volkshochschule sich bemühe, mit ihren Angeboten alle Schichten anzusprechen und alle Sachbereiche des Weiterbildungsgesetzes zu berücksichtigen.

Sie erläuterte dann die verschiedenen Situationen für die Weiterbildungsarbeit in den Mitgliedsgemeinden und die Bemühungen der Volkshochschule, mit adressatenbezogenen Angeboten vor allem bildungsungewohnte Bevölkerungsschichten anzusprechen. In diesem Zusammenhang begründete sie die Wichtigkeit der animierenden Funktion des pädagogischen Mitarbeiters gerade für die Arbeit der ländlichen Volkshochschule. Hierauf ist auch zurückzuführen, daß im Mittelpunkt der pädagogischen Arbeit der Volkshochschule nicht das abschlußgerichtete Lernen steht, sondern die Kommunikation. "Unser Tun entspricht mehr den Aufgaben eines Sozialarbeiters als der eines Lehrers."

Die Referentin wies zum Schluß auf Bedeutung und Funktion der jährlich stattfindenden Volkshochschulparty hin, die zum einen eine vorzügliche Gelegenheit zum sozialen Lernen darstelle, zum anderen die verschiedenen Ansätze kultureller Aktivitäten in den Mitgliedsgemeinden aufgreife und breiter bekannt mache. Es handele sich hier auch um einen Versuch von Gemeinwesenarbeit.

Report of Group 1:
Organisational Aspects of Life-long Learning (Farquhar Macintosh)

In attempting to pull together the various threads of the discussion that went on in my group, one is reminded of the Irishman's definition of a net - "a lot of holes tied together with string". It is not that the discussions were vacuous. On the contrary, they were often detailed and always interesting, but the difficulty lies in shaping them into a crisp and coherent report.

Since organisation is not an end in itself but a means to an end, my group considered it essential first of all to define the basic aims which any structure for lifelong learning must seek to serve. We agreed straight away that it must be person-centred. As such the fundamental question to be answered was, "What is Man? What are his basic needs?", and having analysed this we concluded that any organisation must serve two prime purposes

- individual needs in terms of literacy, numeracy and personal development; and
- social needs in terms of skills, values and an open approach to problems.

We defined lifelong learning as the total process of learning from the beginning of life until its end - or when senility supervenes! It is not confined to school or any other institution but is part and parcel of life itself in all its activities and interactions. Such a concept means that it is essential to retain the sense of wonder and preserve the desire to go on learning throughout one's life. It also has important implications for existing structures or, perhaps more precisely, the way existing structures are used and the preconceptions - often very rigid preconceptions - which underlie them. For the tendency of school - and indeed of most of the structures of initial education - is to kill this child-like curiosity and desire to learn.

The real problem confronting us, therefore, is how to continue to engage people's interest in a wide variety of educational pursuits and, in particular, how to ensure participation by those doing low-level jobs in lifelong learning. If we are to succeed in this major task, it will need the same sort of sensitive handling as characterised the Adult Literacy Programme in the U.K. It is a global undertaking and will involve a radical recasting of the role of existing institutions at various levels. But organisation as such can only help or hinder. The key to success lies in motivation. But how do we motivate people to continue voluntarily to participate in the educational provision available to them when they have left school or college? We agreed

1) that the way we deal with young people in the compulsory situation was vital, and here the crucial factor was the teacher. For facts learned are soon forgotten but attitudes tend to be persistent and these are caught from the teacher;
2) to have part of young people's formal education in the work situation, say 3 days in school, 2 at work, so breaking down barriers;
3) to bring learning and living closer together by making the curriculum more appropriate and attractive to the consumer. At the same time the exam system must be modified so that it ceases to be a series of hurdles and becomes more diagnostic and evaluative;
4) to pay pupils to stay on at school beyond the compulsory leaving age. This seemed desirable

to many of us if only to remove anomalies and make financial provision more uniform and rational in terms of physical needs (food, shelter, etc.);

5) without subscribing to the view that "small is beautiful", to ensure that the size of the organisation is such that it encourages personal values and makes normal human relationships easy and natural.

Having dealt with motivation, we agreed that the forms of organisation required for lifelong learning must be made as flexible as possible. In particular, we agreed that the obstacles to adults joining in school classes and to community use of schools generally must be broken down. To this end we made a number of recommendations:

1) School buildings should be available to the community for use throughout the day and not regarded as a private or professional preserve.
2) There should be a new approach to the working day which should be restructured so that the whole day (morning, afternoon and evening) can be used.
3) There should be a unified management structure for institutions, with adequate community representation on the school or college council.
4) There should also be a more unified and rational system of financing continuing education, with letting and hiring decentralised to the local institution and wear and tear on plant realistically calculated.
5) So far as there are regulations governing minimum numbers for classes, these should be flexibly operated with a weighting in favour of rural areas and/or types of classes.
6) There should be acceptance of the proposal that we teach adults as well as pupils in school and, where reasonable, teach them together. Experi-

ments should be carried out in this area and the results disseminated in the professional press.

If I can sum up fairly briefly, we felt that what was needed was a network of agencies making joint provision for people of all ages, instead of indulging in competitive empire-building as at present. There should also be an overall Council for Continuing Education to co-ordinate provision and plan properly for the future. Above all, we agreed that there was a need to create a climate which would encourage flexibility, innovation and experiment, a process if you like of continuing revolution or, rather, evolution to prevent complacency. In short, we envisaged a system that helps to ensure that we comfort the afflicted and afflict the comfortable.

Report of Group 2:
Curricular Aspects of Life-long Learning
(Joyce Smart)

At the beginning, I was under the impression that it was going to be very easy - curriculum meant a list of subjects taught in a school. In our discussion it gradually dawned on me that it meant something quite different to most of my colleagues. It means the development and expansion of a subject until it touches, or includes, or even becomes a quite different subject. This should make life more interesting, exciting and demanding in a school, both for pupils and for teachers, who thus will become students again in this lifelong learning process.

We agreed, for various completely different reasons, that reading, writing and basic arithmetic instruction should be available to all: in the primary school for the youngest school children, then again in the secondary school in a remedial programme for any children who have missed their first opportunity in primary school. Then, to my surprise anyway, we found that there was a problem of illiteracy among adults in all our countries. Children can miss or avoid their opportunities for many reasons: physical, psychological, social, emotional or familial difficulties, so courses in basic reading, writing and calculating skills should be available to all adults. Because of the sensitivity of illiterates the offer and the introduction at least to the course should be very discrete, sympathetic and tactful.

The attitude necessary to ensure that the lifelong desire to learn is born in the child needs to be encouraged, probably from birth. This brings in the need for ante-natal courses for prospective parents which might be organised by education authorities in conjunction with health authorities, who already do organise classes for prospective parents with the physical health of the child as their primary concern.

In pre-school years we did not try to suggest any formal curriculum. The main essential seems to be the establishment of a sense of security on which can be built socialisation, motor skills, muscular coordination, communication and understanding. Also observation and active enquiry should be encouraged in the guise of play. Swimming, or at least confidence in water should also be encouraged in the same way, and interest in animals and plants.

Teachers should be aware of the importance of giving full attention to a child's questions, administrators also ought to be made aware of this and the number of staff needed to do this adequately.

The school years are the time when academic goals can be most easily attained. We have already explained our attitudes to the basic aims of reading, writing and arithmetic and our next concern was what was needed for the statutory primary school age up to about eleven.

We found that readiness for learning does not occur at the same age in every child, and only with adequate staffing can this be judged properly. The primary school ought to be able to build on the foundation set in the nursery school or even in the home. Now is the time to begin to sow the seeds for future attitudes, possibly through stories and drama, encouraging feelings of responsibility, organising their own group work, learning to lose gracefully in team games, doing creative work in art, crafts, cookery, making things whose use they can see and employ immediately. Consideration for the feelings of others ought to be

recognised as worthy of praise and here, contact with a school for handicapped children might be of benefit to both groups of children. Consciousness of and care for the world in which they live should be fostered, its flora, fauna, people and institutions ought to be open to their interests under the heading of environmental studies.
On moving on to the secondary school, the school child ought to be offered a wider development of the basic understanding he has already acquired. Reading and writing can now be extended to a real study of the mother tongue and its literature, and new languages introduced. Scientific studies should be introduced. Arithmetic now grows to become mathematics. Creative arts can be practised on theatre scenery and costumes, writing plays and poetry, making usable pottery, knitting, sewing, woodwork, cookery - including dietetics - and food values. Here, infant feeding and family budgeting, understanding of banking, taxation, local government, insurance, policing and so on can come. In fact, the whole world ought to be interesting to children of eleven to eighteen, and if these studies can be introduced practically by letting the child see how the world works around him, he may gradually realise that it is there, offering him an opportunity of lifelong learning. But children and teachers only have the usual twelve hours per day so we have to narrow the statutory curriculum to what can be held inside the school day.

One of the big difficulties in secondary schools is that it is at this age, about thirteen, that the peer group exerts such influence. Then it is much more important to a) conform to, b) entertain, or c) impress the peer group than just to please the teacher and become a teacher's pet by studying. Thus the swot is out of favour and study becomes an underground activity. At this time also, sex rears its possible promising, possibly frightening, and certainly exciting but traditionally ugly head. The girls now become less interested in intellectual activity and more interested in those mysterious creatures, boys. Boys, on the contrary, usually improve with keeping. If both of them have some scientific knowledge of what is happening to their bodies they will probably find adolescence less upsetting, but the scientific approach does not answer all the needs of the adolescents. They need to understand the demands of society and how moral laws correspond to these demands, and also the point of view and psychology as well as physiology of the opposite sex. They need to be made aware of the nutritional needs of the human body and a short or long course on dietetics might sow a harvest of good health for the next generation to reap.

Obviously, the curriculum for secondary schools can expand with the capacity of each teacher to throw extra light on certain aspects of his own specific speciality, and here I would plead for teachers who enjoy their own special subject but who also have many non-curricular activities and interests.

We decided unanimously that university work was not included in our reference and moved directly over from secondary education to further education, which should be available to all citizens, whether they have finished a university course or left school at fifteen or sixteen to carry bricks for a bricklayer. We felt that this sector, apart from the basic first teaching, which might succeed or might fail in sowing the seeds for a lifelong learning attitude, was probably the most important sector. It was also the most difficult to administer, especially in sparsely populated areas. We heard of places where courses run by trade unions had given a school failure with no self-confidence at all a sense of achievement, small at first, then expanding into advanced training and into real academic achievement.

We all felt that the separation between academic and craft training was a very artificial one and that the aim of Goethe to produce a 'whole man' should be our ideal. This seemed to be achieved more easily in sparsely populated areas where the school teacher and the doctor know that their income depends on the success of the local farmers and fishermen than in the industrialised areas where the administrators, academics, managers - top, middle and bottom - lose sight of the connection between their income and the actual earnings of their skilled and unskilled brothers.

Goethe, for instance, was a poet and a practical scientist. He conducted his own experiments into the science of optics. He did not tell the lowly technician to set up and look after his apparatus for him, he did it himself. He did not tell his gardener to plant 500 assorted flowers in his garden. He saw a flower in the woods. He did not pick it and let it die:

Ich grub's mit allen/Den Würzlein aus,/Zum Garten trug' ich's/Am hübschen Haus.
Und pflanzt' es wieder/Am stillen Ort;/Nun zweigt es immer/Und blüht so fort.

He was not the sort of intellectual who does not know how to boil an egg if his wife is in hospital for a week, he was the sort of politician who was quite capable of performing everyday tasks or who like Jesus would be willing to wash his pupils' feet if they needed it. The German Democratic Republic once had a very good idea: they picked out their most skilled craftmen and gave them a year of academic training as teachers. This did not give them a great rise in income but it did in status. Admittedly, this system might be open to political abuse, but then so are most systems of promotion. All this means that we felt that academic courses ought to be available for the dropouts of the academic school courses as a matter of course, but also that courses in practical skills ought to be available to the academic types who had neglected to take the courses in housecraft, carpentry, soldering, motor vehicle maintenance and so on that were offered in the school course. These would almost certainly be a great surprise to the academic who had never realised how much understanding and brainwork was needed to produce a really beautiful chair, or to understand the management of a ship or a stretch of productive woodland or even to repair a reluctant motorcar starter.

Our aim would be to produce a person who is physically fit, because he has been able to enjoy physical recreation alone or in groups all his life; mentally able, because the opportunity to train his mind in the academic and artistic spheres has also been there; and who is also able to take part in and appreciate the pleasures of technical and craft areas of activity; in fact a person who can say:

So seh ich in allen/die ewige Zier,/und wie mir's gefallen,/gefall' ich auch mir.

Ihr glücklichen Augen,/was je ihr gesehen,/es sei, wie es wolle/es war doch so schön!

Report of Group 3:
Technical Aids in Life-long Learning

The written report from the technical aids group is a limited one since they made a film of the work being done in the Interskola conference. The film showed short interviews with the course organiser, Ferdinand Schmidt, and with representatives from the different work-groups; one of the film-makers gave an impromptu report on the difficulties of film-making and working with technical aids, a point which is elaborated on by Mr. Schmidt.

"Making the film was much more difficult than we thought when we started: deciding on a topic for the film took a lot of time, then we had to choose the producer, the producer's assistant and the cameraman. We worked very hard the first day to try to make it and interrupted your group-work the second day. It took a very long time to get going because it's much more difficult than anyone who saw the films on TV yesterday would think. That was one of the results of our work: we can show you that it is not easy to make a perfect TV programme just because you have the right equipment. Without additional help it's not at all easy to do yourself."

"I think this is a very important experience: one of you said that we should go back to the use of easily-employed practical aids. During the last few years technical aids have become so sophisticated that it needs technicians and experts to handle them. So the situation arises in which very expensive technical aids are installed in schools and then not used. This situation is becoming more and more usual.

Here in Germany, cities want to become progressive and modern and so they have language laboratories installed in their schools, in grammar schools and even in the 'Hauptschule', and no teacher is really trained to use them properly. This is not so good because they are very expensive. On the other hand, the wish to acquire technical aids that can be handled by the teachers results in the teacher making his own by himself. This is advantageous for other reasons: the commercially available, prefabricated aids often do not fit in with your purposes, they do not meet the requirements of your individual situation. So the idea is to make the technical aids yourselves, but as we have found out today, this is not so easy. It needs training to do it, and so I think that we should recommend that handling closed-circuit television, for example, and making films in your schools and universities should be an item in teacher-training.

This is why I think the conclusions this group reached, as presented in the film, are most necessary for our work here and I would like to thank the group for the film and this important experience."

Report of Group 4:
Life-long Learning in Sparsely Populated Areas (Alan Sigsworth)

I think the first thing to say was that there was some slight confusion in the group as to what we were talking about in terms of the title. Some people managed to produce 'parsely spopulated areas' and we eventually finished up with the term 'a sparselated area'.

Having said that, the first part of our discussion was actually one of a descriptive nature in which the people present there described the areas in which they lived. Out of this emerged an enormous range, an enormous diversity of areas, all of them differing in the kinds of factors that went to make their particular kind of sparsely populated area. And it was this very strong diversity between, let's say, Eastern Scotland and Western Scotland, the Western Isles, Norway, Northern Norway, Sweden, East Anglia, this enormous diversity of different types of area that impressed us all. What it seems to indicate is the need for some kind of research that documents the types of area that we mean when we talk about sparsely populated areas, the kinds of difference. And I think here that we don't mean necessarily the kind of research which is to do with head-counting. What I think we need here are case studies conducted in different areas to get some kind of impression of what it feels like to work and to live and to learn in particular kinds of sparsely populated areas.

We spent quite a considerable time on the economic aspects of continuing education in sparsely populated areas. What came through there were two problems that need to be tackled, one is the very considerable cost of providing continuing education in areas in which the population is dispersed. There is no way of getting away from the fact that this is a very costly activity. That is one side of the economics. The other side of it is that for the ordinary person living in an isolated area the problems of reaching out towards continuing education are costly ones. Transportation is difficult. We came on to technical aids at this point and to some extent the kind of things that we were saying about technical aids were perhaps slightly negative. I think this was because the technical aids group themselves tended to see the sparsely populated areas group as a set of aborigines who were about to become extinct fairly soon and so the cameras seemed to be playing about us for a time. I think so far as technical aids were concerned we saw them as exceptionally valuable, particularly valuable for people living in isolated conditions because they could reach out to them, expert knowledge, expert skills could be transmitted with great ease into homes difficult to reach by other methods. However, we saw a danger in such technical aids in that it is an easy solution in many ways to operate in that way, but one of the factors that was identified by the group was the social function that continuing education provides for people in isolated areas. It is not only that they come to learn, to develop new skills, it is because such continuing education provides a focal point at which people meet, and this we saw as a very important part of continuing education, of developing a kind of social cohesiveness for people who lead isolated lives.

We then turned to notions of structure, we did not spend very long on that, but there was certainly a clear view that for sparsely populated areas there was a need for exceptional flexibility, that one could not in a sense develop a structure and simply stay with it, it always had to be flexible and it also had to build into it in some way a capacity to be responsive and to respond quickly to the needs of people as they were identified.

There was a tendency while we were discussing to stay in the short term, to be thinking of continuing education in the next four or five years. It would be true to say, I think, that a kind of gloom settled upon us when we were thinking of the next four or five years. This was probably due to the tendency for those from the United Kingdom to be a bit loquacious: we are facing the prospects of one of our famous economic blizzards and there the only thing that we could anticipate for the next four or five years was not an expansion of continuing education but a loss of what we have at the present.

We tried to look at the long term and one of the surprising omissions throughout this conference has been any mention of the consequences of the micro-electronic revolution, the silicon chip revolution which we are threatened with or which promises us so much. It's a temptation, I think, always to see this micro-electronic revolution as being an urban thing, something that will impact upon the urban situation, but I think we were all agreed that if you look at it engaged in some futurology, you will speculate that it would make as great an impact on the rural area as upon the urban area. It's possible to plough a field, fell a forest, clear shrubs, look after animals with great ease as you have developed a micro-electronic technology. Therefore in the countryside as well as in the town one can anticipate an enormous dispersion or displacement of people from work. In other words, in the countryside just as much as in the town, in the next 20-25 years we can anticipate that people will cease to have an occupation or their full-time occupation will become a part-time occupation. So the promise or the spectre of all-time leisure is not very far away. One of the problems that we dwelt upon here is the absence of any clear view as to what continuing education does with this kind of future problem. If you read discussions or reports on continuing education they always seem, when they tackle the silicon chip revolution, to have two images in mind as to what continuing education is about: one is the model of the eighteenth century gentleman who after lunch retired to his study and either indulged in a little philosophical reading or tried out one or two scientific experiments - that's one image we have, and the other one is of a happy population all carving, or sculpting, or painting pictures, or folk dancing or whatever. And at that point we stop, because we really do not, as yet, I think, possess the imagination to know what kind of responses we must make to this great change that will come about and will impact upon both the urban area and the rural area. It seems that this is the most crucial problem that we will face.

Report of Group 5:
Life-long Learning and Teacher Training
(Nigel Grant)

I will try as far as possible to present the structure of our discussion. This is not an easy task, because as chairman and secretary it felt at times a bit like trying to control with one hand a team of horses galloping in different directions and taking notes on the experience with the other hand. So what emerges may not reflect every point raised.

We organised it this way: first of all we tried to identify some of the major future needs of society which are relevant to the training of teachers and then we went on to consider the present structures, looking for the major defects in them as far as lifelong learning is concerned, then, trying to be positive to begin with, looked for the potential points of development within the present structures which could be adapted to meet some of these needs that we adumbrated, and then finally went on to examine strategies for innovation and possible improvement in the future.

It would take far too long to go through all the parts of our excursion into futurology, but first of all someone mentioned that the children who will be taught in the schools - and therefore are our business - will grow up in a world where one can no longer assume that employment will be automatic. Enforced leisure may well be a major feature of the lives of our children and their children and therefore an imperative for the school system and for teaching. Also we considered various aspects of the question of the increasing pace of obsolescence and the knowledge explosion, the obvious point that we can no longer expect in the schools to know what the children of the future will need to know in their lifetimes or what skills they will require. In other words we no longer have a sufficiently clear view of their future, to be able to say: "Here, this is what you need, and you will get it from us."

Then we had to consider ways in which teacher training could be adapted to make learning to learn a far more real experience within schools. We also considered the various possible developments of cultures, that is, the two-sided coin whereby at one and the same time we find the cultures that we live in being more and more internationalised as basic national agencies of governmental type and as mass-media communications, trade, commerce, and the like, make everything from artefacts to concepts more familiar across boundaries than before.

On the other hand, I think, we all identify in various different ways the searching for identity, for roots. The development of an international culture may seem too amorphous to satisfy all our identity needs, and therefore one finds people looking for their own antecedents and asking who they are, what they are. We also considered other things like the pressure of governmental and other bodies, the accumulation of information about all of us, the possible dangers of our children growing up into a world where they have less and less autonomy - not because it's planned this way but because things happen that take over a part of their lives. Therefore we had to consider what can be done to develop more individual autonomy with children at school.

We moved on from that and other similar points to look at the present structures of teacher training. Now we used our resources on the spot and had shortish introductions to the general structure of teacher training in the German Federal Republic, in

Scotland, in Sweden, in Norway, England and the Irish Republic. In these - although there were marked differences - we found that one fairly obvious point was although all of them had an in-service training aspect, in no case was the teacher himself or herself sufficiently strongly put into a position of being a learner throughout his or her career. That is although some of the systems had a fairly elaborate structure for in-service training, it was usually either an option or certainly not central to the teachers' concern. Therefore, however structured, teacher training was largely an initial experience, and this is what we spent some time considering.

Now the problems: we found that the systems tended to reinforce the idea that teaching is a process of passing on information, that there's too much teaching and too little learning, too much concentration on the classroom, far too little use of out-of-classroom resources. The teaching systems tended to put teachers into a box that cut them off from society at large and thus, of course, reinforced many of the present divisions between the school experience and what many people still call real life. And if that is uncorrected then obviously the chances of lifelong learning are not great. We also found that there are certain problems in the ways in which some of the systems tackled the question of subject specialism. In some cases - although this was questioned by others - some of us felt that certain ways of doing this meant that a teacher was often produced whose first concern was passing across a body of material rather than teaching a child. At the same time we felt that people who did teach knew what they were teaching, so we were in something of a quandary there. We also felt that educational research was insufficiently linked in with teacher training, with [illegible] service training and with the work of the teachers themselves.

A number of undramatic but possibly useful suggestions were made. The most obvious one was that in-service training, learning and relearning - if we were taking the concept of continuing education at all seriously - should be a normal part of teachers' work. We didn't want to specify too much how this should be done, but some countries do have a regular, five-yearly retraining scheme, other countries make retraining a condition of continued employment, but we certainly felt that one way or another, using the resources of ministries, of colleges of education, of inspectorates, of the schools themselves, of universities and the community, the teacher himself had - no less than the children - to learn how to learn, to handle new developments in subject content, in teaching skills, in techniques and above all in ideas, in concepts, to be sensitive to the developments in their thinking.

There was some difficulty about the question of resources. It was pointed out often enough that things like in-service training and retraining tend to be cut back when economic winds blow chill, as they are doing at the moment, and it was pointed out that if we were serious about continuing learning of teachers being the major activity, then some redistribution of resources would be called for here, even within the present amounts available. We also felt that more should be done to build into the teaching careers reward for good teaching instead of - as often happens - rewarding escape from teaching, into administration or academic research. As some countries do, there's a case for making it worthwhile for a teacher to continually reinforce and improve. We had quite a lot to say about the question of cultures. We felt for example, that either in initial training or in retraining the cultural norms should be a major concern of the training of teachers in particular areas, whether it is a linguistic skill that is required or an awareness of the children's cultural background and so forth. In other words, the school should not be an intrusion into the culture from outside but should be part of it, and teacher training should play its part in this as well. We also felt, however, that the other side of the coin which I mentioned before, the international dimension, should also be a very important one and although I think none of us felt we could realistically build in international experience into normal teacher training, we should certainly encourage this as a fairly high priority through international teacher exchanges and the like, and that flexibly one should build in an international dimension into the teachers' training and therefore their awareness and ability to pass on and encourage the growth and development of a similar awareness in their charges.

Finally, on the question of subject qualifications, we were a little uncertain how far the present structures of subject specialism reflect or encourage alienation in secondary schools but we did feel that subject qualification emphasis was not in itself a sufficient criterion for definition of the whole teachers' training. In short, we felt that the teacher's role here was so complex that again we were back at the question of the continuing learning of the teacher. Every time, every problem we looked at came back again and again to in-service training. I'd like to close on that point taking Mrs. Smart's example - she mentioned Goethe as one to define the teacher's role - Goethe, near the beginning of Faust had a horrible warning for the teacher who gets too caught up and ossified in his views and it goes a bit like this: (And I'll do it in German first, because I think we are spoiled, we Anglophones, we always expect others to speak English.)

Habe nun, ach, Philosophie,/Juristerei und Medizin/und leider auch Theologie/durchaus studiert, mit heißem Bemühn./Da stehe ich nun, ich armer Tor,/und bin so klug als wie zuvor!/Heiße Magister, heiße Doktor gar,/und ziehe schon an die zehen Jahr/herauf, herab und quer und krumm/meine Schüler an der Nase herum-/und sehe, daß wir nichts wissen können!/Das will mir schier das Herz verbrennen.

In essence: Oh, I've studied Philosophy, Law and Medicine and to my sorrow Theology, thoroughly, with great pains and moans. And now I stand, poor clod, just as stupid as before. They call me Master, they call me Doctor even, and for ten years, here and there and up and down I've pulled my pupils along by the nose and see that we can know nothing. And that burns my heart.

Well, there is the danger, and all of it happened to Faust, whether it's in Goethe's version, in Gounod's version or Bizet's version, it was not very pleasant. So it may well be that there is a warning for us all here, that unless teachers themselves go back to learn again and again they can become as ossified and as cut off from what they are doing, even internally, as Faust was.

Ergebnisse der Arbeitsgruppe 1
Organisatorische Aspekte des lebenslangen Lernens

Die Arbeitsgruppe ging davon aus, daß jede Organisation des lebenslangen Lernens den individuellen und sozialen Bedürfnissen entsprechen muß. Die Voraussetzung für die Realisierung einer jeden Organisationsform ist, daß die Lust am Lernen beim Erwachsenen vorhanden ist; dies hat erhebliche Folgen für die Organisation der bestehenden Formen, vor allem der Schule.

Die Gruppe stimmte darin überein, daß

- die Schule mehr Einstellungen als Fakten vermitteln soll,
- zwei Schultage je Woche in der Arbeits- und Berufswelt der jeweiligen Gemeinde verbracht werden sollen,
- die Curricula stärker am Leben und seinen Bedürfnissen orientiert werden müssen als an den akademischen Stoffen,
- Schülergehälter gezahlt werden sollen, um ein Verweilen in der Schule auch nach Absolvierung der Schulpflicht zu erreichen,
- das Lernen durch kleinere Organisationseinheiten humaner gestaltet werden müsse.

Die Organisation des lebenslangen Lernens muß so flexibel wie möglich sein, vor allem müssen nach Ansicht der Arbeitsgruppe die Barrieren zwischen Schule und Erwachsenen abgeschafft werden. In diesem Zusammenhang wurden folgende Empfehlungen ausgesprochen;

1. *Schulgebäude sollen grundsätzlich für alle Nutzer geöffnet werden.*

2. *Der Schultag sollte über den ganzen Zeittag verteilt werden, um die verschiedensten Aktivitäten von Schülern und anderen zu ermöglichen.*

3. *Alle Bildungseinrichtungen sollten eine einheitliche Leitungsstruktur haben, in der die Gemeinden angemessen vertreten sein müssen.*

4. *Es sollte ein einheitliches und vernünftiges Finanzierungssystem für alle Maßnahmen der fortdauernden Bildung eingeführt werden.*

5. *Die Bestimmungen für Gruppenmindestzahlen bei Schulen und Weiterbildungseinrichtungen müssen so flexibel gehalten werden, daß den besonderen Erfordernissen auf dem Lande und für Zielgruppen entsprochen werden kann.*

6. *Kinder und Erwachsene sollten zusammen unterrichtet werden, wo immer dies möglich und sinnvoll erscheint. Hier sollten Modellversuche durchgeführt und ihre Ergebnisse veröffentlicht werden.*

Ergebnisse der Arbeitsgruppe 2
Curriculare Aspekte des lebenslangen Lernens

Die Arbeitsgruppe stellt zunächst fest, daß ein Curriculum nicht eine Liste von Lerngegenständen meint, sondern die Entwicklung eines Lehrgegenstandes zum Inhalt hat. Dieser Prozeß muß das Leben besser und lohnender machen.

Unter diesem Generalanspruch an ein Curriculum wurde inhaltlich folgendes gefordert:

- Die grundlegenden Kulturtechniken Lesen, Schreiben und Rechnen müssen für alle Lebensalter angeboten werden.
- Fester Bestandteil der Eltern- und Familienbildung muß die Vorbereitung der Kinder auf lebenslanges Lernen sein.
- Als zentrale Forderung an alle Schulcurricula ist die Angemessenheit in bezug auf die verschiedenen Entwicklungsstufen der Kinder anzusehen. Dabei müssen besonders auch Freiräume für von der Norm abweichende Entwicklungsgeschwindigkeiten bleiben.
- Soziales Verhalten muß auf allen Stufen im Vordergrund stehen. Die Arbeitsgruppe empfiehlt hier besonders gemeinsame Aktivitäten von verschiedenen Schultypen. Hierbei müssen besonders Sonderschulen einbezogen werden.
- Akademische und praktische Fächer müssen in allen Schulformen und Stufen eine gleichgewichtige Rolle spielen.

Das Ziel aller curricularen Bemühungen muß nach Ansicht der Arbeitsgruppe sein, im Sinne Goethes einen ganzen Menschen zu schaffen, für den akademische und praktische Tätigkeiten gleichermaßen selbstverständlich sind.

Ergebnisse der Arbeitsgruppe 3

Technische Hilfen im lebenslangen Lernen

Die Arbeitsgruppe hatte beschlossen, anstatt das in der Literatur sattsam erörterte Problem von apparativen Hilfen im Unterricht zu diskutieren, einen Film über die Konferenz und ihre Arbeit zu erstellen. Es handelte sich hier um den Versuch von Laien, die Produktion eines Films technisch und inhaltlich als Lernmethode einzusetzen.

Das Experiment zeigt vor allem, daß der Einsatz von hochkomplizierten technischen Unterrichtshilfen besser durch das eigene praktische Tun trainiert werden kann als durch die Nutzung kommerziell fabrizierten Materials. Es wurde festgestellt, daß dies auch deshalb sehr zu empfehlen sei, weil gekaufte Materialien oft nicht den unterrichtlichen Bedürfnissen und den Erwartungen von Schülern und Lehrern entsprechen. Als erforderlich wurde es angesehen, daß das Umgehen mit technischen Hilfsmitteln sowohl in technischer als auch in inhaltlicher und methodischer Hinsicht Teil der Lehrerausbildung sein müsse. Der einmalige Erwerb des Filmvorführerscheins sei keinesfalls ausreichend. Die pädagogischen Möglichkeiten der einzelnen Hilfsmittel müssen Gegenstand des gesamten Ausbildungsganges sein.

Ergebnisse der Arbeitsgruppe 4
Lebenslanges Lernen in dünn besiedelten Gebieten

Die Arbeitsgruppe erörterte zunächst die verschiedenen Lebens- und Lernbedingungen in den Heimatländern der Gruppenmitglieder. Sie stellte fest, daß die Bezeichnung 'dünn besiedeltes Gebiet' für alle die besprochenen Gebiete gelte, die Lernbedingungen aber sehr unterschiedlich seien. Die Gruppe hält hier Forschungsarbeiten für dringend erforderlich, um die Zusammenhänge von Lebensführung und Lernmöglichkeiten kennenzulernen.

Das Problem des lebenslangen Lernens wurde von der Gruppe unter einem ökonomischen, einem technischen und einem arbeitmarktorientierten Aspekt gesehen.

- Die Diskussion des ökonomischen Aspekts konzentrierte sich auf Kosten, die dem Staat und den betroffenen Bürgern durch die Verwirklichung eines Systems des lebenslangen Lernens entstehen.
- Die Diskussion der technischen Hilfen konzentrierte sich weniger auf die Organisation als auf die pädagogischen Implikationen. So wurde die Bedeutung des Fernsehens als Lehr- und Lernmedium durchaus gesehen, es wurden aber Bedenken geäußert, ob nicht die Verkürzung der sozialen Funktion des Lernens durch das Fernsehen gerade in ländlichen Gebieten gefährlich sei. Hier müßten gegensteuernde Maßnahmen und die Möglichkeiten ihrer Organisation sorgfältig diskutiert werden. Die Bedenken gegenüber dem Fernsehen verstärkten sich

angesichts der Forderung, daß die Erwachsenenbildung sich besonders in ländlichen Regionen auf die regionalen Bedürfnisse der Teilnehmer einstellen müsse. Dies sei bei einem zentral ausgestrahlten Programm problematisch.

- Der arbeitsmarktorientierte Aspekt wurde vor allem in Hinblick auf die absehbare Entwicklung erörtert.
  Hier wurden die Folgen der Entwicklung von Mikroprozessoren in ihrer Bedeutung für die Weiterbildung analysiert.Die Arbeitsgruppe war sich einig, daß die zu erwartenden Umschichtungen in der Arbeitswelt und der erhöhte Freizeitanteil für die Weiterbildung von größter Bedeutung seien, auch wenn im Augenblick aufgrund der ökonomischen Probleme die Gefahr bestehe, daß die Weiterbildung wieder an die Peripherie des öffentlichen Interesses rücke.

Ergebnisse der Arbeitsgruppe 5
Lebenslanges Lernen und Lehrerausbildung

Die Arbeitsgruppe hatte ihre Diskussionen in der folgenden Weise organisiert:

1. Erörterung der zukünftigen gesellschaftlichen Bedürfnisse in bezug auf Lehreraus- und fortbildung
2. Analyse der gegenwärtigen Situation
3. Ansätze für eine Entwicklung des gegenwärtigen Systems
4. Erörterung von Strategien für Innovationen und zukünftige Verbesserungen

Zu 1:
Die Arbeitsgruppe sieht das größte Problem der heutigen Schule darin, daß sie nicht mehr antizipieren kann, was der Schüler später zur Lebensbewältigung braucht. Dies ist von erheblichem Gewicht für die Lehrerausbildung. Es lassen sich allerdings einige Lernziele festmachen, die für die Schule in bezug auf lebenslanges Lernen und gesellschaftliche Entwicklung wichtig sind:

- Die Kinder müssen lernen zu lernen.
- Die Schule muß die individuelle Autonomie der Kinder stärker entwickeln.

Zu 2:
Als den entscheidenden Nachteil der Lehrerausbildung in den Heimatländern der Gruppenmitglieder (Bundesrepublik, Schottland, Schweden, Norwegen, England, Irland) bezeichnete die Arbeitsgruppe, daß die Lehrer nicht darauf vorbereitet werden, während ihrer ganzen Laufbahn in der Schule

selbst Lernende zu sein. Folgerichtigerweise beschränkt sich die Lehrerausbildung weitestgehend auf den Status einer abschließenden und abgeschlossenen Erstausbildung.

Zu 3:
Ansätze einer Entwicklung des augenblicklichen Systems sind in den vorliegenden Ausbildungssystemen enthalten und ohne größeren organisatorischen und finanziellen Aufwand weiter zu verfolgen:

- Gegenstand der Ausbildung muß stärker das Lehren von Lernen werden. Dazu muß das Lehren in den Schulen weitestgehend durch aktives Lernen der Kinder abgelöst werden. Die didaktischen und methodischen Konsequenzen hieraus müssen in die Lehrerausbildung aufgenommen werden.
- Die Ausbildung der Lehrer muß die Umwelt und ihre Bedürfnisse stärker einbeziehen. Einige Gruppenmitglieder hielten die starre Fixierung auf Studierfächer für gefährlich, weil gerade hierdurch das Stoffdenken zu stark in den Vordergrund des Unterrichts rücke. Hierüber allerdings bestand in der Gruppe kein Konsens.
- Pädagogische Forschungsarbeiten müssen stärker mit der Lehrerausbildung verknüpft werden.

Zu 4:
Die zentrale Empfehlung in Richtung auf eine zukünftige Entwicklung war, ein Fortbildungssystem aufzubauen, und zwar in der Weise, daß die Fortbildung ein fester Bestandteil der organi-

sierten Berufsausübung wird. Eine weitere Empfehlung bestand darin, das System der Beförderung zu überdenken. Befördert werden sollten nicht die, die das eigentliche Unterrichten aufgeben. Im Augenblick wird nach Ansicht der Arbeitsgruppe nicht eine gute Wahrnehmung der Lehrerrolle durch eine Beförderung belohnt, sondern das Übernehmen von Rollen außerhalb des Klassenraums, in Verwaltung, Forschung usw.

Zum Schluß empfahl die Arbeitsgruppe noch einmal dringend, die Lehrerausbildung stärker unter den Aspekt der Motivation zum Weiterlernen zu stellen. Sie war sich darin einig, daß eine ausschließliche Fixierung der Ausbildung auf wenige Fächer mit verbrämender Pädagogik den Erfordernissen einer in die Zukunft weisenden Lehrerausbildung nicht gerecht werden könne.

Landesinstitut
für Curriculumentwicklung
Lehrerfortbildung
und Weiterbildung

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INTERSKOLA 1979

Conference 1979

Time: July 25th - July 31st 1979

Place: Düsseldorf, Federal Republic of Germany
Bildungsstätte St. Swidbert
Vennhausen 7, 4000 Düsseldorf

SCHOOL AND LIFE-LONG LEARNING

Tuesday	24.7.		Arrival
Wednesday	25.7.	9.00	Registration
		10.00	Opening of the conference
		11.15	Lecture 'The concept of life-long learning and formal education' Ferdinand Schmidt, Düsseldorf Discussion
		15.00	Lecture 'Motivational problems of life-long learning' Prof.Dr. Theo van Bernem, Wuppertal Discussion
		18.00	End of day's work
Thursday	26.7.	9.30	Lectures 'Primary school and life-long learning' Mr. Daniel Taylor, Aberdeen 'Secondary education and life-long-learning' Mr. Lewis Lawson, Aboyne Discussion

		15.00	Lecture 'Experimental uses of Closed Circuit Television in Continuing Education' Mr. Robert Innes, Stirling
			Discussion
		17.00	Group-work (suggested topics) 1. Organisational aspects of life long learning 2. Curricular aspects of life long learning 3. Possibilities and limits of technical aids 4. Special problems in sparsely populated areas 5. The changes necessary in teacher training and in-service training
		18.00	End of day's work
Friday	27.7.	9.30	Group-work
		18.00	End of day's work
Saturday	28.7.	9.30	Group-work
		12.30	End of day's work
Sunday	29.7.		Tour of places of cultural interest
Monday	30.7.		Visit to the Laborschule, Bielefeld, the Heinrich-Hansen Haus, Lage-Hörste, and the Volkshochschule Oerlinghausen
Tuesday	7.	9.00	Reports on group-work
			Discussion
		12.00	AGM

Changes in the time-table may be made to allow participants to report on developments and projects relevant to the course.

Meals will be taken at 8.30, 12.30, and 18.30, with coffee-breaks inbetween.

List of Participants

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1	Brooks, Hugh John	March House Boringdon Road, Plymouth	Devon County Education Committee Civic Centre, Plymouth
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14	Coenen, Herbert	Pongser Str. 111 4050 Mönchengladbach 2	Landesinstitut für Curriculumentwicklun Lehrerfortbildung un Weiterbildung, Neuss
15	Cropley, Arthur		Psychologisches Institut II Universität Hamburg 2000 Hamburg 13
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IRELAND

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45	Tronvoll, Randi	Hasselbakken 3 2020 Skedsmo Kórget	Basic School Council

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